Setting/Instructional Environment

- High school noncategorical resource room
- Teacher currently employed (Katie Alexander) provided instruction
- Small group instruction
- 25-30 min instructional sessions

Measurement

Students were awarded points for using the proper paragraph format, for using complete sentences, a topic sentence, supportive detail sentences, and a clincher sentence. A total of 24 points were available, and mastery was arbitrarily set at 16 points.

Procedures

Students were taught the Paragraph Writing Strategy through the use of an instructional methodology that included: a pretest, a description of the steps of the strategy, a model of the strategy, memorization of the steps of the strategy, and practice of the strategy on easy and on more difficult topics. In addition, three generalization conditions were implemented:

- A review condition where the strategy was regularly reviewed in the resource room and additional practice lessons were provided;
- A transfer condition which was similar to the Orientation and Activation Phases of the Generalization Stage in the Instructor's Manual; and
- A self-control condition where students set goals regarding their performance on written products, evaluated their progress, recorded their performance, and rewarded themselves for achieving their goals.

Results:

Before training in the Paragraph Writing Strategy, students earned an average of 9 points available on the paragraphs they wrote in the resource room. They were not given written assignments in their other classes. The students' performance on products written in the resource room improved immediately after training, and all students mastered the strategy. Students earned an average of 17 points on products written in the resource room during training. After training was terminated, no student met the mastery criterion on regular class products; the average score on regular class products was 11 points. After the review condition was implemented, the students' mean scores on samples from mainstream classrooms increased up to 15 points. However, none of the students sustained mastery level performances under this condition. When the transfer condition was implemented with five of the students, four of them exhibited a sustained mastery level performance on paragraph writing in the regular class. The mean score for all five students was 17 points during the transfer condition. When the self-control condition was used with the one student who did not exhibit a sustained mastery performance during the transfer condition, this student successfully exceeded the mastery criterion on a sustained basis in the regular classroom. Thus, the study demonstrates that students with learning disabilities can learn the Paragraph Writing Strategy to mastery and can generalize its use to regular class settings.

Effects of Generalization Instruction on the Written Language Performance of Adolescents with Learning Disabilities in the Mainstream Classroom

1989

Schmidt, J. L., Deshler, D. D., Schumaker, J. B., & Alley, G. R. (1989). Effects of Generalization Instruction on the Written Language Performance of Adolescents with Learning Disabilities in the Mainstream Classroom. Journal of Reading, Writing, and Learning Disabilities, 4(4), 291-309.

EFFECTS OF GENERALIZATION INSTRUCTION ON THE WRITTEN LANGUAGE PERFORMANCE OF ADOLESCENTS WITH LEARNING DISABILITIES IN THE MAINSTREAM CLASSROOM

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Much of the instructional success realized with youth with learning disabilities in remedial settings often dissipates once these students return to their mainstream classes. The purpose of this study was to design and validate an instructional sequence that would promote the generalization of written expression learning strategies to mainstream settings. This article delineates some of the elements necessary to promote generalization of skills with learning disabled (LD) populations.

The need to ensure the generalization of skills acquired in remedial settings is receiving increased attention from educators (Keogh & Glover, 1980; Moleskey, Reith, & Polsgrove, 1980; Deshler, Schumaker, & Lenz, 1984; Ellis, Lenz, & Sabornie, 1987). However, most planning time and instructional time in resource rooms or other remedial settings for students with learning disabilities is spent on the acquisition of specific skills or strategies. Limited time has been devoted to systematically promoting the generalization of these skills and strategies to other settings and circumstances. Educators are often satisfied that instruction has been successful if a student demonstrates mastery at a given criterion within the resource room using remedial materials. The real measure of the effect of instruction delivered in the resource room, however, is the degree to which the student with learning disabilities can generalize use of the acquired strategy to the mainstream classroom assignments and materials and can maintain this use over time. While most teachers hope that the skills they teach will carry over to other settings, conditions, and contents, this "train and hope"

The final versions of two of the instructor's manuals discussed in this study (Schumaker, Nolan, & Deshler, 1985; and Schumaker & Sheldon, 1985) have been published. They are available in conjunction with a training program. For more information, contact Dr. Fran Clark, Coordinator of Training, Institute for Research in Learning Disabilities, 223 Carruth-O'Leary Hall, Lawrence, Kansas 66045.

... Learning Disabilities, 4:291–309, 1988

approach to generalization (Stokes & Baer, 1977) often does not yield fruitful results. The need to systematically program and instruct for generalization requires the attention of both practitioners and researchers.

Basic principles underlying generalization have been specified by several authors. Stokes and Baer (1977), for example, have suggested several guidelines for promoting generalization including the following: (a) teach students to cue others for reinforcement; (b) use sufficient and diverse exemplars; (c) train loosely; (d) use a variety of agents, settings, and conditions; (e) use delayed and intermittent reinforcement; and (f) tell students to generalize. Ellis and colleagues (1987) specify that care be taken to program generalization instruction throughout all phases of instruction. Hence, they argue that instruction should involve antecedent, concurrent, and subsequent generalization activities. That is, it should involve activities that focus a student's attention on the importance of generalization before, during, and after a given skill or strategy has been mastered. While general guidelines such as these provide a helpful framework around which to structure generalization considerations, they are not sufficiently detailed for instructional purposes. The need to design a generalization technology for application in secondary schools with adolescents with learning disabilities is apparent.

A major instructional thrust that has emerged over the past decade for adolescents with learning disabilities has been a learning strategies instructional approach (Deshler & Schumaker, 1988). The intent of this instruction is to teach students to approach academic tasks in a strategic fashion by teaching them how to learn and how to perform. While research has shown that students can readily master task-specific learning strategies (paraphrasing, error monitoring, etc.) in a resource room (Schumaker, Deshler, Alley, & Warner, 1983), little value results from these strategies unless students can generalize the use of them to mainstream classrooms.

The purpose of this study was to determine how much direct instruction is required to ensure the generalized use of four written expression learning strategies to written assignments in secondary students' English and mainstream social studies classes. The four strategies were sentence writing, paragraph writing, error monitoring, and theme writing. Mastery criterion standards were established for assignments written in mainstream classes for each of these strategies. After a student has learned a given strategy through a seven-step instructional process (Deshler, Alley, Warner, & Schumaker, 1981), one of four generalization procedures was implemented. A generalization procedure was used only if a student's performance on mainstream

written assignments was consistently below the mastery criteria. If the first procedure was not effective in producing generalization, a second, third, and possibly fourth procedure was tried. Data collected included measures of students' performance on written assignments produced in both the resource room and mainstream classes. In addition, students' performance in written expression was also evaluated using four measures of external or social validity. Social validity measures are indicators of how well a given intervention meets standards of effectiveness established by different stakeholders (e.g., teachers, parents, school boards).

METHOD

Subjects and Setting

Seven white high school students (six males and one female) participated in this study. All were mainstreamed in English and social studies classes and were classified as learning disabled by state of Kansas guidelines. These guidelines specified that students should exhibit a "wide discrepancy in academic learning" and the students' manifested learning problem(s) should not primarily be due to visual, hearing, motor, emotional, or intellectual deficits or environmental/cultural differences. All students were enrolled in grades 10, 11, and 12 in a large suburban school district in the greater Kansas City area. The socioeconomic level of the families in this district ranged from lower to upper middle class with the predominant level being upper middle class. All students were enrolled in the resource room for one or two periods per day. Each student's expected achievement was measured using an individually administered IQ test (WISC-R). Actual achievement was determined using the Iowa Test of Basic Skills, while achievement in written language was evaluated using the Woodcock-Johnson Psychoeducational Battery, Part II. Table 1 presents subject characteristics. It should be noted that mean scores are reported for descriptive purpose only.

Instructional Materials

The four written expression learning strategy packets used in this study were designed by staff members of the University of Kansas Institute for Research in Learning Disabilities (KU-IRLD) for teaching written expression skills to adolescents with learning disabilities, and are part of the *Learning Strategies Curriculum* (Deshler & Schumaker,

TABLE 1 Characteristics of Students

	Age	Grade	IQ[a]	Reading[b]	Vocabulary[b]	Total Language[b]	Written Language[c]
Mean	15.8	10.2	95	27th percentile	31st percentile	15th percentile	19th percentile
Range	14.8–16.6	9.7–10.9	89–110	1–64	7–69	1–27	5–43

[a]WISC-R
[b]Iowa Test of Basic Skills
[c]Woodcock-Johnson Psycho-educational Battery, Part II

1986). Each strategy packet included a set of detailed instructions for pretesting, teaching, and posttesting students' use of the strategy, as well as mastery criteria and all necessary student materials.

Description of Writing Strategies

Sentence-Writing Strategy

The sentence-writing strategy was designed to enable students to write four types of sentences: simple, compound, complex, and compound-complex sentences. For each sentence type, students learn several formulas. For example, the formula *SV* is learned for a simple sentence that has a single subject and single verb. Students also learn a strategy in which they pick a formula, write the sentence, and check the sentence. The final outcome measure for this strategy is performance on a writing task in which the student is required to write a paragraph about a topic using the four sentence types.

Paragraph-Writing Strategy

The paragraph-writing strategy was designed to provide students with a specific process for writing expository paragraphs. During instruction in this strategy, students learn a process for writing paragraphs that contain at least five sentences including topic, detail, and clincher sentences. They learn to apply this strategy to a task that requires them to write enumerative, sequential, comparison, and/or contrast, as well as cause-and-effect paragraphs.

Error-Monitoring Strategy

This strategy was developed to enable students to monitor their written work through self-questioning, thus allowing them to cope more effectively with curriculum demands related to written assignments. The strategy requires students to (a) systematically check written work, sentence by sentence, for capitalization, overall appearance, punctuation, and spelling errors; (b) correct these errors; and (c) make a clear final copy to be submitted to the teacher. Students are encouraged to ask others for help when they are uncertain about a response.

Theme-Writing Strategy

This strategy was developed to enable students to write themes, reports, or any product containing several paragraphs. Before students are taught the theme-writing strategy, they are required to demonstrate mastery in writing sentences and simple paragraphs and in correcting their own errors. Using this strategy, students follow a step-by-

step process to think logically about ideas, to order these ideas, to write connected paragraphs, to correct errors, and to recopy their work to produce a final draft.

Procedures

Prior to beginning instruction in the four written expression learning strategies, teachers of mainstream English and social studies classes in which the students were enrolled were interviewed. Permission was received from each teacher for a researcher to obtain copies of the students' written assignments throughout the school year. In addition, mainstream teachers were also given a questionnaire asking them to specify their level of satisfaction with each student's writing performance relative to sentence structure, paragraph organization, error monitoring, and theme organization.

Instruction in Written Expression Learning Strategies

Instruction in the four written expression learning strategies took place in the student's regularly assigned period in the high school resource room. Each student received an average of 2 to 3 hours of instruction in a targeted learning strategy per week. All of the resource room teachers were certified teachers of the learning disabled with an average of 6 years teaching experience in public school special education programs, had master's degrees, and had been involved in the development of the instructional procedures. The mainstream teachers were fully certified in either English or social studies and had an average of 8 years of public school teaching experience in mainstream high school classrooms. All but one of these teachers held a master's degree.

The acquisition procedures specified by KU-IRLD researchers (Deshler et al., 1981; Schumaker & Sheldon, 1985; Schumaker, Nolan, & Deshler, 1985) were used to implement instruction in the four written expression learning strategies in sequence. These acquisition procedures included the following steps: (a) pretesting, (b) describing the new strategy, (c) modeling the new strategy, (d) verbally rehearsing the steps of the strategy, (e) practicing the strategy in controlled materials and providing feedback, (f) practicing the strategy in grade appropriate materials and providing feedback, and (g) posttesting. All seven students learned three strategies (sentence writing, paragraph writing, and error monitoring) to mastery during the academic year; four of these students completed instruction in the theme writing strategy during a 5-week summer session.

Generalization Procedures

Four generalization procedures were developed to help students meet the mastery criteria in mainstream classroom written assignments. A generalization procedure was used only when the student was consistently below mastery criteria on written products produced in the mainstream classroom.

1. The *review procedure* included a review of the writing strategy's key components, in which the resource room teacher (a) described the strategy, (b) modeled the strategy, (c) had the student verbally rehearse the strategy, and (d) had the student practice using the strategy in controlled materials until mastery was reached. This procedure was used as a "refresher" for the student who may have simply forgotten the strategy.
2. The *transfer procedure* was implemented in the resource room if the review procedure was not sufficient to help students demonstrate mastery on mainstream class products. The transfer procedure consisted of two phases: orientation and activation. The purpose of the orientation phase was to make the student aware of the variety of contexts within which the learned strategy could be applied. Thus, the teacher had a discussion with the student about the different classes where the strategy could be applied (e.g., English, social studies, science) and about the cues that the student would likely encounter in different settings that should remind the student to use the strategy (e.g., a cue in English class to use the error-monitoring strategy would be "Remember, your paper should not only contain a well-organized argument, but is should be neat and easy to read"). In addition, a discussion was held regarding ways in which the strategy could be adapted to better meet the unique requirements of given class situations.

   The activation phase involved joint analysis by the resource room teacher and the student of specific assignments written in the regular classroom to determine the degree to which the targeted written strategy had generalized to the mainstream class. The activation phase was designed to provide students with ample opportunities to practice the strategy using different materials in mainstream classes, to provide them with specific feedback about their mainstream written assignments, and to increase the degree to which they could automatically apply the strategy to novel tasks.
3. The *self-control procedure* (Seabaugh & Schumaker, 1981) was implemented if students failed to demonstrate generalized use of the strategy at mastery levels after instruction in the transfer procedures. The self-control procedure used a behavioral contract which included

academic goal setting, task analysis, and specification of self-delivered contingencies (i.e., students chose rewards they wanted to receive for reaching their set goal; they were in charge of administering the rewards to themselves rather than being dependent on the teacher to receive the reinforcement), self-recording, self-evaluation, and self-reinforcement procedures. The resource room teacher had three conferences with the student to establish the behavioral contract. Therefore, this teacher met the student weekly to set goals for the coming week regarding generalization, and give the student an opportunity to (a) record measures of his or her performance on the previous week's written procedures, (b) evaluate his or her performance, and (c) reinforce himself or herself.

4. During the final generalization procedure, *cooperative planning*, the resource room teacher met with the mainstream teacher for the following purposes: (a) to describe to the mainstream teacher the written expression learning strategy(ies) taught in the resource room that were pertinent to the mainstream class including a rationale for their use, (b) to explain the student's present level of performance on the targeted strategy(ies) in the resource room and compare it to his or her performance prior to strategy training, (c) to provide the mainstream teacher with a set of cue cards students were expected to use independently to aid them in written assignments in the mainstream class, (d) to discuss situations in the mainstream classroom when the student could use the targeted strategy(ies), and (e) to enlist the classroom teacher's cooperation to cue the student in the regular classroom to use the strategy at appropriate times.

Testing Procedures and Measurement

Baseline for each student's performance on each of the four writing strategies was determined by collecting at least two assignments. Additional written products were collected continuously throughout the remainder of the study.

For the sentence-writing strategy, all sentences were classified by sentence type (simple, compound, complex, compound-complex) and judged to be complete or incomplete. These data were summarized for each written assignment into two scores: (a) percentage of complicated sentences (i.e., sentence type other than simple sentence type) and (b) percentage of complete sentences. The mastery level was 40% complicated sentences and 100% complete sentences.

For the paragraph-writing strategy, paragraphs were scored on a 24-point scale. Points were given for proper identification, complete sentences, a topic sentence, supportive detail sentences, and a summary statement. The mastery level was set at 16 out of 24 points on each assignment.

For the error-monitoring strategy, the four categories of errors (capitalization, overall appearance and editing, punctuation, and spelling) were operationally defined. Written samples were scored according to the total number of errors occurring within each category. A student's error-monitoring score on a written assignment was determined by dividing the total number of errors by the total number of words in the assignment. The mastery criterion was set at .05 errors per word (1 error per 20 words).

For the theme-writing strategy, points were awarded for kinds of sentences (e.g., topic, detail, lead-in, clincher, and transitions) in each of three paragraph types (introductory, detail, and concluding). The mastery criterion was 65 out of 72 points on a given assignment.

To determine the social validity of this instruction, the following additional measures were obtained to further assess the impact of written expression learning strategy training and generalization procedures in the mainstream setting. The selected measures were those commonly perceived by educators and parents as indicators of school success.

1. Two subtests of the Woodcock-Johnson Psycho-educational Battery, Part II were administered before and after training: Dictation and Proofing. The dictation subtest requires a written response to questions on such skills as letter formation, spelling, punctuation, capitalization, and usage. The proofing subtest requires the student to both identify and correct mistakes. Types of errors to be identified and corrected include incorrect punctuation, capitalization, spelling, and inappropriate use of words.

2. Student semester grade point averages (GPAs) were determined for each of the seven students. Preintervention GPAs were determined on the basis of all English and social studies classes taken by the student in high school. It was found that the majority of preintervention grades received in these areas were given by the resource room teacher. However, a condition of this study was that all seven students be mainstreamed into English and social studies classes; thus, all post-intervention GPAs reflect grades awarded to the students by mainstream teachers.

3. The students' mainstream English teachers were asked to complete a 6-point Likert-type questionnaire regarding their level of satisfaction with each student's sentence structure, paragraph organization, theme organization, and number of errors on written assignments.

4. A written assignment produced by each of the students for a

mainstream classroom assignment near the end of the study was scored by a member of the school district's Language Arts and Composition Committee. This committee evaluated the written products of all 11th-grade students according to the district's Composition Competency Evaluation Guidelines. Mean scores from over 900 students were compared to the mean scores of the seven students in this study. The district evaluation guidelines had seven major categories: (a) introduction; (b) body; (c) conclusion; (d) entire composition; (e) mechanics, spelling, grammar, syntax, and usage; (f) style; and (g) overall impression of the composition. The students' written assignments were scored in each of these areas on a 5-point scale.

Interscorer reliability for the strategy scoring systems was determined by having two scorers independently score 10% of all written assignments for each student. The percentages of agreement on the use of each of the strategies were sentences, 98%; paragraphs, 80%; error-monitoring, 84%; and themes, 94%.

Experimental Design

The experimental design involved a multiple baseline across strategies design with performance of each of the four written language strategies serving as a baseline which ran through as many as seven conditions.

RESULTS

Criterion-Reference Results

Figure 1 shows the multiple baseline data for one subject on the sentence, paragraph, error monitoring, and theme measures during the following conditions: baseline, during strategy training, after strategy training, after review, during transfer, during self-control, and during maintenance. Circles signify samples written in the resource room; squares signify samples written in a mainstream classroom.

During the baseline condition, this student performed below the mastery criteria in all written expression areas. When training was implemented in the resource room in each strategy, the student's use of the strategy skills improved to mastery levels on resource room products. For the last collected sample in the training condition, in each case, the student was writing 100% complete sentences, 88% complicated sentences, earning 17 points for paragraph writing, making only .03 errors per word, and earning 60 points for theme writing.

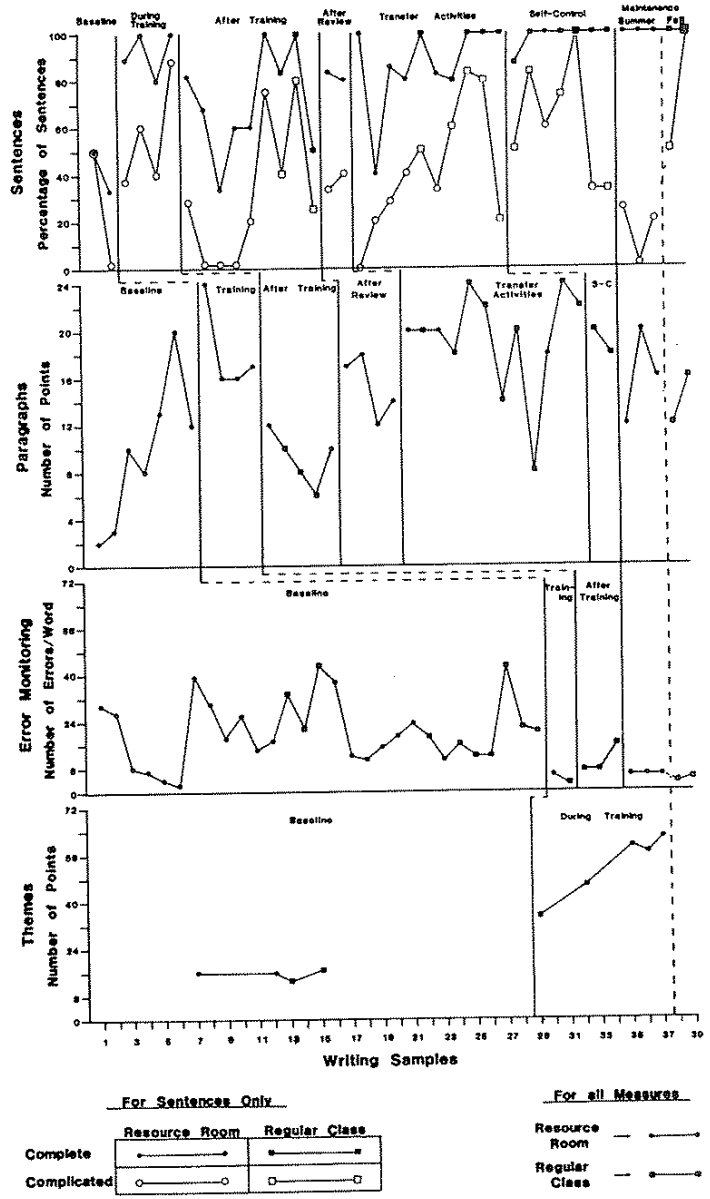

FIGURE 1 Generalization study.

In the after-training condition (after training was terminated), however, the majority of the student's performance on products in mainstream classes did not meet the mastery criteria.

After the review procedure was implemented for sentence writing and later for paragraph writing, the student's performance improved in paragraph writing but did not maintain. When the transfer procedure was implemented for sentence writing and paragraph writing, the student's performance on products in the regular classroom improved to mastery levels but was erratic, occasionally dipping below the required criteria. When the self-control procedure was implemented for sentence writing, the student consistently performed above the mastery levels until he began to set goals for paragraph writing. At that point, his paragraph writing stayed above the mastery level and the percentage of complicated sentences dropped to 35%. The data for the remaining six students are similar to this first student's data.

Table 2 summarizes the manner in which the seven students reached mastery on the different learning strategies and the effects of the different generalization procedures. As in Table 1, mean scores are reported for descriptive purposes only.

During the baseline condition, the mean student scores were as follows: complete sentences, 70%; complicated sentences, 18%; paragraph writing, 9 points; error monitoring, .27 errors per word; theme writing, 17 points. Three of the students learned all four strategies to mastery in the resource room. Three students were taught only three strategies to master.* One student was taught only two strategies.† Improvement in measures occurred in resource room products for each student only after training was instituted in each case. Mean scores during training on products produced in the resource room for students mastering the strategies were complete sentences, 92%; complicated sentences, 44%; paragraph writing, 17 points; error monitoring, .08 errors per word; theme writing, 53 points. During the after-training condition, only two of the seven students met the mastery criterion on complete sentences in regular classroom products. No students met the mastery criteria for complicated sentences and paragraph writing, and one student met the criterion for error monitoring in regular class products. Since the theme-writing strategy was taught in the spring and summer, no generalization data were gathered for this strategy in the after-training condition. Mean scores for writing samples collected

*One student did not learn the error-monitoring strategy because of scheduling conflicts. The other two had relatively error-free writing and did not need to learn the error-monitoring strategy.

†This student was slower to learn the strategies than the other students.

TABLE 2 Summary of Total Number of Students at Criteria and Mean Scores per Measure across Conditions

Measures	Conditions[a]									
	Baseline	DT	AT	AR	ATA	ASC	ACP	MS	MF
Complete sentence (criterion 100%)									
Number of subjects[b]	1	7	3	4	7	2	1	3	2
Mean score (%)	70	92	80	86	92	99	97	93	94
Complicated sentences (criterion 40%)									
Number of subjects[b]	0	7	1	3	5	2	1	1	2
Mean score (%)	18	44	20	39	48	65	49	27	40
Paragraphs (criteria 16 points)									
Number of subjects[b]	0	7	1	4	3	1	–	2	2
Mean score	9	17	11	15	17	19	–	17	15
Error monitoring (criterion .05 errors per word)									
Number of subjects[b]	0	3	0	–	–	–	–	1	0
Mean score	.27	.08	.18	–	–	–	–	.04	.13
Themes (criterion 51 points)									
Number of subjects[b]	0	6	0	–	–	–	–	–	0
Mean score	17	53	34	–	–	–	–	–	34

[a]Baseline = baseline, DT = during training, AT = after training, AR = after review, ATA = after transfer activities, ASC = after self-control, ACP = after cooperative planning, MS = maintenance summer, MF = maintenance fall.
[b]At criterion.

from regular classes were complete sentences, 80%; complicated sentences, 20%; paragraph writing, 11 points; error monitoring, .18 errors per word.

After the review procedure was implemented, the students' mean scores on samples from the mainstream classroom increased for the three measures in which the review procedure was applied. The students' mean scores were complete sentences, 86%; complicated sentences, 39%; and paragraph writing, 15 points. Although some students met one or more mastery criteria on isolated examples, none of the students sustained mastery level performances after the review procedure was implemented.

The transfer procedure was implemented with all seven students for sentence writing and five students for paragraph writing. During this condition, six of the seven students exhibited a sustained mastery level performance (SMLP)* for complete and complicated sentences, and four of the five students exhibited an SMLP on paragraph writing. The mean scores on regular class products for students experiencing the transfer procedures were complete sentences, 92%; complicated sentences, 48%; and paragraph writing, 17 points.

After the transfer procedure was used, only three students were occasionally below criterion for the two sentence measures, complete and complicated. Two of the three students were randomly selected to learn the self-control procedure. Both students consistently met the criteria on regular class products for both sentence measures after they began to use the self-control procedure. This procedure was also successful in promoting sustained use of the paragraph-writing strategy on regular class products by students who did not use it after the transfer procedure was implemented.

The cooperative planning procedure was used after the transfer procedure with the one student who was randomly selected to not learn the self-control procedure. An opportunity existed to determine the effectiveness of this procedure before the end of the school year on only two measures: complete sentences and complicated sentences. The procedure was effective in producing generalization for both measures. The student's mean scores on regular class products were complete sentences, 100%; complicated sentences, 40%.

At the end of the school year, all seven subjects had demonstrated that they could write in the mainstream classroom at the same mastery level, on at least one measure, as demonstrated during training in the resource room. Data collected during a summer maintenance period

*Sustained performance was defined as three or more products at or above the mastery level.

TABLE 3 Social Validity Measures

Measure	Score	
	Before instruction	After instruct
Standardized achievement test: Written language percentile	18	26
Semester grades: GPA in English/social studies (4.0 = A)	2.1	2.7
Mainstream teacher satisfaction with written products: (0 = completely dissatisfied; 6 = completely satisfied)	1.2	4.4
Written competency examination: Overall rating by District Language Arts and Composition Committee (1 = poor; 5 = excellent)	2.5	3.5

for four subjects indicted that three students continued to meet criteria for complete sentences and two students continued to meet criterion for complicated sentences and paragraphs. One student continued to meet the criterion during maintenance for error monitoring. Thus, during summer maintenance, 70% of the subjects who met criteria previously continued to perform at mastery criteria on these measures. A maintenance probe in the fall showed that two of the five students were performing on three measures at mastery criterion levels.

Social Validity Results

The four social validity measures that provide indications on the effects of the generalization procedures on the school success of these students are summarized in Table 3.

The first measure of social validity was to compare the scores on the written language achievement subtests of students before and after instruction. On the Woodcock-Johnson Psycho-educational Battery, Part II, Written Language Cluster mean percentile scores were found to improve from a prestudy of the 18th percentile to a poststudy score of the 26th percentile. The mean standard score improved from 84 to 89.

The students' mean grade point average based on grades in English and social studies served as the second measure of social validity. Grades were found to improve from 2.1 before training, to 2.7 on a 4.0

grade scale after the generalization interventions. Poststudy grades were based on grades from the mainstream classroom whereas many of the prestudy grades were based on students' grades earned in the resource room. After the study, four of the seven students' mean grade point averages were 3.0 or higher.

Mainstream teacher satisfaction with the written assignments completed in their classrooms was the third measure of social validity. Their opinions of the students' sentence writing improved from a mean score of 1.7 to a mean score of 4.6, on a 6-point scale (0 = *completely dissatisfied*, 6 = *completely satisfied*). Mean satisfaction scores with regard to paragraph organization improved from 1.3 to 4.9; satisfaction with number of errors improved from a mean score of 1.8 to 3.5; satisfaction with organization improved from N/A (i.e., none of the students had written themes) to a mean score of 4.7. The overall satisfaction ratings of mainstream teachers changed from 1.2 before instruction to 4.4 after instruction.

The final social validity measure was to have a written assignment scored by the district's Language Arts and Composition Committee. The seven students with learning disabilities, after sentence, paragraph, error monitoring, and theme training, wrote more correct sentences, fewer sentence fragments, and used more complex sentence styles than the average regular student in the school district. Right before theme training, they were ranked on a 5-point scale slightly lower than their peers on style, 2.9 to 3.1. The overall impression before theme training was judged to be between fair to average for both groups, 2.4 and 2.5. After theme training, the four students who received this training were judged higher than regular students for both style and overall impression: style, 3.5 to 3.1, and overall impression, 3.5 to 2.5. Thus, the performance of these students with learning disabilities was within the average range of scores for regular students on a district written language competency examination.

CONCLUSIONS

As a result of this study, the following broad conclusions are suggested.

1. Data collected in this study consistently suggest that training secondary students classified as learning disabled to mastery levels on academic tasks in the resource room is *not* sufficient to ensure that students will use that strategy in a mainstream classroom setting with a different teacher and different materials. Therefore, before removing a student with learning disabilities from support services, it is important to determine if the student can be successful in the mainstream. One of the best indicators is the student's successful completion of classroom assignments as measured by the mainstream teacher.

2. Adolescents with learning disabilities differ with regard to how much training they need to promote generalization and maintenance. Some students appear to need more intervention than others. It does not appear practical to apply all generalization procedures outlined in this study to all students. The tactic of implementing one procedure and assessing its impact before applying other procedures is recommended. The first generalization procedure recommended is the transfer procedure, as it is the most cost-effective, producing good results with a majority of students and requiring the least amount of teacher time.

3. Self-control may be the best procedure to use in order to promote maintenance of previously learned strategies in the mainstream classroom. This procedure focused on making students more independent. Thus, it is suggested that maintenance is more likely to occur with this procedure as the student is the controlling factor (i.e., by choosing and administering his or her own goals and rewards, the student is more prone to assume an active posture of ownership in the learning process than being passive and dependent on the teacher to set goals and give the rewards). This conclusion is, of course, tentative because only two students received training in this procedure.

4. The cooperative planning and self-control procedures both appeared to improve the performance of the students who had the most trouble generalizing to the mainstream classroom. The self-control procedure may have potential for situations in which mainstream teachers are reluctant or lack time to communicate systematically with the resource room teacher. Cooperative planning appears to have potential for students who lack self-motivation but will respond to continued direction provided by supportive mainstream classroom teachers. Central to the entire generalization process are regular cooperative planning efforts between resource and mainstream teachers. Regular communication is essential to determine the degree to which the newly acquired learning strategies are being used in the regular classroom. In such meetings mainstream teachers can be encouraged to cue students to use the strategy at the appropriate time (Deshler & Schumaker, 1986).

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THE PARAGRAPH WRITING STRATEGY

ACTIVITIES & HANDOUTS

STRATEGIC INSTRUCTION MODEL TRAINING

SPECIFIC STRATEGY: PARAGRAPH WRITING

PURPOSE: To explain, demonstrate, and practice the Paragraph Writing Strategy.

OBJECTIVES: Following this session, you will understand:

1. the purposes of and desired outcomes related to instruction in the Paragraph Writing Strategy.
2. the concepts that are taught in the Paragraph Writing Strategy.
3. the procedures for teaching the Paragraph Writing Strategy through generalization.
4. and demonstrate the procedures for scoring and evaluating student performance in the Paragraph Writing Strategy.
5. the types of appropriate materials, resources, and follow-up activities recommended for use with the Paragraph Writing Strategy.

OUTLINE: Advance Organizer

I. Paragraph Writing Strategy Overview
   - A. Preview of the Paragraph Writing Strategy
   - B. Purpose
   - C. Strategic Aspects of the Paragraph Writing Strategy
   - D. Results

II. Materials and Organization
   - A. Instructor's Manual
   - B. Student Folders
   - C. Student Lesson Book
   - D. Selecting Students

III. Step-by-Step Run Through the Paragraph Writing Strategy
   - A. Pretest and Make Commitments
   - B. Part I: Topic Sentences
   - C. Part II: Detail Sentences
   - D. Part III: Clincher Sentences
   - E. Part IV: Whole Paragraphs
   - F. Posttest and Make Commitments
   - G. Generalization

IV. Evaluation
   - A. Evaluation Guidelines
   - B. Application of Evaluation Guidelines
   - C. Using Results to Give Elaborated Feedback
   - D. Maintaining the Progress Chart

V. Incorporation into IEP's

VI. Planning for Implementation

THE PARAGRAPH WRITING STRATEGY

SCORING PACKET

EVALUATION GUIDELINES--SUMMARY

(refer to pages 247-262 in the Paragraph Writing Strategy: Instructor's Manual)

General Scoring Guidelines

1. Number the lines of writing.
2. Read the whole paragraph.
3. Determine where a sentence begins and ends.
4. Score the Sentence.
5. Repeat steps #3 and 4 for each sentence.

Guidelines for Scoring the Sentences

Sentence Type	Pts.	Criteria
Topic	8	1st statement appropriate to topic/assignment **and** fulfills requirements for Topic Sentence of type of paragraph required by topic/assignment **and** names topic **and** specifies exact details in order to be covered (meets req. for Specific Topic Sent.) **or** summarizes details to be mentioned (Clueing Topic Sent.) **or** grabs reader's attention (very good Gen.Topic Sent.) **and** is complete, makes sense
	4	1st statement appropriate to topic/assignment **and** fulfills requirements for Topic Sent. of type of paragraph equired by topic/assignment **and** names topic (meets naming req. for Gen. Topic Sent.) **and** is complete, makes sense
	0	1st statement not relevant to assignment **or** doesn't meet req. for a Topic Sent. of type of paragraph req. **or** doesn't mention topic/main idea of paragraph **or** doesn't belong to rest of paragraph <u>at all</u> **or** is a detail sentence **or** sequence doesn't match order in paragraph **or** is incomplete or run-on sentence that doesn't make sense
Detail (each detail sentence scored alove)	2	mentions detail relevant to topic **and** fulfills req. for Detail Sent. of type of paragraph req. **and** logically follows information in other sentences **and** is complete, makes sense
	0	fails to mention detail relevant to topic **or** doesn't meet req. for a Detail Sent. of type of paragraph req. **or** repeat detail already mentioned **or** is not in logical sequence with pervious information **or** had incomprehensible literal meaning within paragraph **or** is incomplete or run-on sentence
Clincher	8	last statement appropriate to topic/assignment **and** meets req. for Clincher Sent. of paragraph type req. **and** names topic **and** specifies exact details in order covered (Specific Clincher Sent.) **or** summarizes details (Clueing Clincher Sent.) **or** makes reader think more about topic (very good Gen. Clincher Sent.) **and** is different type of sentence form the Topic Sent. **and** is complete, makes sense

Sentence Type	Pts.	Criteria
Clincher	4	ast statement appropriate to topic/assignment **and** fulfills requirements for Clincher Sent. of paragraph type req. **and** names topic (meets naming req. for Gen. Clincher Sent.) **and** gracefully closes the paragraph **and** is different from Topic Sent. in form and wording **and** is complete, makes sense
	0	last statement not relevant to assignment **or** doesn't meet req. for Clincher Sent. of paragraph type req. **or** doesn't mention topic/main idea of paragraph **or** gracefully closes the paragraph **or** is a detail sentence **or** is same/similar to Topic Sent. in form and wording **or** sequence doesn't match order in paragraph **or** is incomplete or run-on sentence that doesn't make sense

Guidelines for Scoring Other Aspects of the Paragraph

Transitions:	2 pts.	appropriate transition word occurs **and** transition is appropriate to logic and meaning **and** transition appropriate in sequence to other transitions **and** appropriate punctuation used no transition word occurs
	0 pts.	when new detail introduced or paragraph concluded **or** transition not appropriate in logic and meaning **or** transition not appropriate to sequence of other transition **or** appropriate punctuation not used
Point of View	4 pts	if all sentences written form same point of view
	0 pts	if even one sentence is written for a different point of view
Tense	4 pts.	if all sentence in same tense
	0 pts.	it even one sentence is written in a different tense
Title:	2 pts.	title is present **and** first word, words of 3+ letters capitalized **and** title fits information in paragraph **and** title set apart from paragraph **and** title grabs reader's interest
	1 pt.	title is present **and** first word and words of 3+ letters capitalized **and** title fits information in paragraph **and** title set apart from paragraph
	0 pts.	title in not present **or** appropriate words not capitalized **or** title not relevant to information in paragraph **or** title not set apart from paragraph
Format:	2 pts.	if first word is indented and all other lines begin at margin on left
Sentence	6 pts.	3 sentence types (simple, Compound, Complex, Compound-Complex)
Variety:	4 pts.	2 types of sentences
	0 pts.	only 1 type of sentence or several types incorrectly punctuated.

Guidelines for Scoring Other Aspects of the Paragraph

Evaluate the Transitions

Transitions are defined here as words or phrases that are used to connect one or more sentences to sentences that precede or follow them. They are words or phrases that illuminate the relationships of the ideas being discussed. Examples of Transitions are: "First", "Second", "Another", "More important", and "Next." (See the Transitions Chart for more examples). Place the Transition score in the box to the right of the label, "For Transitions," and under the appropriate sentence score when a Transition is present in the sentence. Transitions are scored in Detail Sentences and in the Clincher Sentence only. Evaluate the Transitions as follows.

a. Score 2 points if:

- an appropriate transition word or phrase occurs in the sentence;*
- and the Transition is appropriate to the logic and meaning of the paragraph
- and the Transition is appropriate within the sequence of the other transitions used in the paragraph;
- and appropriate punctuation is used in conjunction with the Transition as needed.

Examples:

1. **Topic sentence:** One can see four types of clouds in the sky.

   Transitions:
   One type of cloud is . . . *(Score 2 pts.)*

   Another kind of cloud is . . . *(Score 2 pts.)*

   A third type of cloud is . . . *(Score 2 pts.)*

   A final kind of cloud is . . . *(Score 2 pts.)*

   In conclusion, . . . *(Score 2 pts.)*

* For the most part, transitions will occur at the beginning of a sentence. Occasionally, you will see a transition used in the middle of a sentence. For Example, the word, "nevertheless," might be used as a conjunctive adverb in a Compound Sentence after a semicolon. (See p. 130 in the *Sentence Writing Strategy*.) You may award 2 points of credit for these transitions if they are appropriately used and punctuated. Typically, the coordinating conjunctions, "and," "but," "for," "so," "yet," "nor," and "or," should not receive credit as transitions unless they are specifically used in an appropriate way to introduce a new detail. Subordinating conjunctions used at the beginning of a Lead-Off Sentence to introduce a new detail should receive 2 points of credit. Subordinating conjunctions used in the middle of a sentence or at the beginning of a Follow-up Sentence should receive no credit.

2. **Topic Sentence:** The Civil War was caused by three events.

   Transitions:
   The first cause of . . . *(Score 2 pts.)*

   The second event that caused . . . *(Score 2 pts.)*

   The last cause . . . *(Score 2 pts.)*

   To summarize, . . . *(Score 2 pts.)*

b. **Score 0 points if:**
- no transition word or phrase occurs in the sentence;
- or if the Transition is not appropriate to the logical order or meaning of the sentences in the paragraph;
- or if the Transition is not appropriate to the sequence of the other Transitions in the paragraph;
- or if appropriate punctuation has not been used in conjunction with the Transition..

Examples:

Topic Sentence: The Civil War was caused by three events.

Transitions:
The first cause . . . *(Score 1 point; this is an appropriate beginning transition.)*

A right cause . . . (Score 0 pts.; this transition is inappropriate for the chain-link sequence and logic.)

Otherwise, . . . *(Score 0 pts.; this transition is inappropriate for the sequence of transitions that was begun.)*

In conclusion this is the . . . *(Score 0 pts., a comma should have followed the word, "conclusion.")*

Evaluate the Point of View

Read all the sentences in the paragraph and determine whether **all** the sentences* were written using the same point of view. If they are written from the same point of view, place 4 points on the Score Sheet in the box labeled "Point of View." If even one sentence is written from a different point of view from the others, place a "0" in the box.

Point of View		
	First Person	I, we, us
	Second Person	you (understood you)
	Third Person	he, she, they, it

* Occasionally, you will find a clause that is written from a different point of view that the rest of the paragraph. For Example, a student might write a paragraph in the third person point of view and use the Concluding Transition, "As you can see," (which is in the second person point of view). Use your judgment in these situations. If the use of the inconsistent point of view makes sense within the context of the paragraph and happens infrequently, you may decide to award full credit.

Evaluate the Tense

Read all the sentences in the paragraph, and determine whether every sentence was written using the same tense. If **all** of the sentences are written in the same tense, place 4 points in the box labeled "Tense" on the Paragraph Score Sheet. If even one sentence is written in a different tense than the others, place a "0" in the box.

Tenses

Present	is painting, paints
Past	was painting, painted
Future	will paint, shall paint

Evaluate the Title

Look for a title at the top of the page. Place the score in the box labeled "Title" on the *Paragraph Score Sheet.* Evaluate the title as follows.

a. **Score 2 points if:**
   - a title is present;
   - and if words composed of more than three letters in the title are capitalized
   - and if the title fits the information in the paragraph;
   - and if the title is set apart from the rest of the paragraph through centering, spacing, and/or underlining;
   - and if the title grabs the reader's interest.

b. **Score 1 point if:**
   - a title is present;
   - and if words composed of more than three letters in the title are capitalized
   - and if the title fits the information in the paragraph;
   - and if the title is set apart from the rest of the paragraph through centering, spacing, and/or underlining.

c. **Score 0 points if:**
   - a title is not present;
   - or the appropriate words composed of three or more letters in the title are not capitalized;
   - or the title is not relevant to the information in the paragraph;
   - or the title is not set apart from the rest of the paragraph through centering, spacing, and/or underlining.

PARAGRAPH WRITING STRATEGY: SCORING ACTIVITY

Purpose:

To have workshop participants practice scoring a student lesson and paragraph.

Activity directions:

We recommend that you conduct scoring activities at the end of each part of the session. In other words, have the teachers score Topic Sentence Lessons after Part I, Detail Sentence Lessons after part II, Clincher Sentence Lessons after Part III, and student paragraphs after Part IV.

You can have them score the products independently or in cooperative groups.

Materials:

Compile a handout package that includes each of the following pages 9-____, at least 3 student paragraphs, and as many Paragraph Score Sheets as needed to score the student paragraphs. You can also include pages 2-7 of this section in the packet if you wish.

TOPIC SENTENCES
LESSON 1A

Name *Casey Thompson*

Date *Feb. 11*

INSTRUCTIONS: In the following paragraphs, draw a line under the topic sentence. Remember: the topic sentence is not always the first sentence of the paragraph.

T(6) ☐

1. Brenda studied five years to become a newspaper reporter. She worked hard in school, and she got good grades. Working at night for a local paper, she learned all the jobs that one can don on a newspaper. After Brenda graduated, she applied to several different newspapers. Finally, she was hired by the "Ice Line" newspaper in Alaska.

T(6) ☐

2. Entering the high school as a student for the first time can be an adventure. The building is so large that it's easy to get lost trying to find the right classroom, but it's fun locating them. Seeing and meeting new people can mean lots of new friends and dates. Trying to figure out how to unlock your locker, meeting your lockermate, and decorating your locker can lead to giggles and good times. Starting high school is an adventure which student remember for the rest of their lives.

T(6) ☐

3. The price of fuel for cars, industries, businesses, and homes has risen for many reasons. One reason is that finding oil for gasoline in the United States is harder and more difficult that it used to be. The old fields of oil are not as productive as they one were, and they are slowly becoming empty. A third reason is that the foreign countries which have lots of oil have banded together, and they keep the prices high for the barrels of oil that the United States buys. All these reasons make the cost of fuel high for the consumer.

T(6) ☐

4. George had five dollars to spend at K-Mart. First, he walked around the store to check the prices of several items that he needed. After he had narrowed his choices, he returned to the sporting goods, automotive, and stereo areas. He bought a spinner fish lure, a plastic cup-holder for his car, and a brush and head-cleaner for his car's cassette player, and the sales clerk put his purchases in a sack. Now he was ready to enjoy some fishing at the lake, drinking his cold drink, and listening to his car's stereo cassette player.

T(6) ☐

5. After the death of her father, Gloria Vanderbilt was involved in a lengthy trial to see whether her mother or her aunt would become her guardian. Although Gloria Vanderbilt is known today as a famous woman in producing designer jeans and perfumes, she was once known as a poor little rich girl. Gloria's mother wanted custody of Gloria, but she left the child in the United States with servants and went on trips to England and France for months at a time. Gloria's aunt wanted custody to provide Gloria with a more normal childhood. After a long, tiring court case, her aunt finally received custody of Gloria.

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TOPIC SENTENCES
LESSON 2A

Name Vera Jones

Date June 19

INSTRUCTIONS: Below is a list of ten sentences that would make good topic sentences for paragraphs. Put a "G" in the blank to the left of the sentence if the sentence is a General Topic Sentence. Put a "C" in the blank if the sentence is a Clueing Topic Sentence. Put an "S" in the blank if the sentence is a Specific Topic Sentence.

T(3) ☐	G	1. Spring is an exciting season of the year.
T(3) ☐	C	2. Jack needed four kinds of tools to take care of his yard.
T(3) ☐	S	3. General Washington and his men prepared to cross the Delaware River in several ways.
T(3) ☐	S	4. The arrival of my first paycheck changed my whole way of living.
T(3) ☐	S	5. High school activities you can join are pep club, student council, and debate.
T(3) ☐	G	6. A bird can use a variety of materials to build a nest.
T(3) ☐	S	7. Grandmother spent the day sewing and cooking, and she also wrote a book about her memories.
T(3) ☐	C	8. When he looked through the microscope, he saw four things.
T(3) ☐	C	9. Although stained glass can look patternless, it is made through a specific process, for it is an ancient art form.
T(3) ☐	S	10. The three purposes of a weather map are to collect, organize, and show what the weather patterns look like for a short period of time.

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TOPIC SENTENCES
LESSON 3A

Name *Chris Chase*

Date *October 1*

INSTRUCTIONS: After looking at the topic and details listed for each paragraph, write a topic sentence that would fit the topic and details listed. Write the kind of topic sentence named for each paragraph.

T(3) ☐ 1. Topic: Woods. Details: oak, elm, cedar, walnut

General Topic Sentence: *A variety of woods are used to make furniture.*

T(3) ☐ 2. Topic: Monsters. Details: Frankenstein, Dracula, Wolf Man, The Mummy

Clueing Topic Sentence: *There are four famous monsters.*

T(3) ☐ 3. Topic: Football Participants. Details: coaches, 11 players, referees, fans

Specific Topic Sentence: *A famous football participant is Bo Jackson*

T(3) ☐ 4. Topic: Causes of Allergies. Details: foods, airborne pollens, chemicals

General Topic Sentence: *There are several causes of allergies.*

T(3) ☐ 5. Topic: Rivers in the United States. Details: Mississippi, Kansas, Ohio, Missouri Rivers

Clueing Topic Sentence: *There are several rivers in the midwestern states.*

T(3) ☐ 6. Topic: High School Population. Details: Sophomores, Juniors, Seniors, teachers, administrators

Specific Topic Sentence: *Your freshman and seniors years are most rememorable, also including your junior and soph. years*

T(3) ☐ 7. Topic: Soda Pop. Details: Coke, Pepsi, Seven-up, Dr. Pepper

Clueing Topic Sentence: *I like four kinds of soda pop.*

T(3) ☐ 8. Topic: Musical Instruments Details: guitar, drums, piano, violin

Specific Topic Sentence: *The most popular instruments today include, the guitar, drums, piano, and violin*

T(3) ☐ 9. Topic: Immigrants to the United States. Details: Russians, Chinese, English

General Topic Sentence: *Immigrants come to the United States from all parts of the world*

T(3) ☐ 10. Topic: Presidents. Details: Kennedy, Lincoln, Wilson, Jefferson

Your Choice Topic Sentence: *Several presidents have made history because of their special character*

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DETAIL SENTENCES
LESSON 1A

Name *Dennis Schaefer*

Date *Sept. 3, 1989*

INSTRUCTIONS: In the following paragraphs, underline the detail sentences with one line, and circle the transition words. Count the number of detail sentences per paragraph, and write that number in the blank to the left of each paragraph.

4 1.

D(3) T(3)

Thomas thought of five reasons why he deserved a raise. First he was always punctual or on time. In addition, he used only about five days of his sick leave every year. Futhermore, he willingly worked overtime. Another reason was that the for, and never had to yell at him to get back to work, and he always made an effort to do a good job. After he had worked for the railroad for two years, Thomas asked for and received a raise.

3 2.

D(3) T(3)

Student council representatives are decision-maker and organizers, and they provide valuable services to the community. Most importantly, they help make decisions to create a better high school for students. Next in importance, they are responsible for organizing most of the dances during the school year. Finally, during Thanksgiving and Christmas holidays, they collect and deliver goods to the town's needy families. These are some of the important contributions that students council representatives make to their high school and town.

4 3.

D(3) T(3)

I learned several things about oceans in my science book. First, I learned that the ocean floor covers an area equal to approximately 65% of the earth's surface. Then, I found that the ocean floor is covered with mountains and valleys like those on land. Another interesting fact I leaned was that most of the information about sea floors was gathered after 1940. Finally, I learned that the ground, or sediment, of the ocean floor is called "ooze," and is composed of the skeletions of tiny floating marine creatures. I learned that there is much to be discovered abou the ocean floors although a lot of information already has been gathered.

3 4.

D(3) T(3)

Many things happened as the storm swept over the small town of LaBett. In the sky, lightning flashed, and thunder roared. The sky looked black as purple clouds hid the sun and raced across the sky. On the ground, trees were uprooted; broken branches and leaves were everywhere. All around, the wet smell of rain was in the air and the softball-sized hail, followed by sharp, stinging pellets of rain crashed down upon the town. The town was in the grip of this violent storm for over five hours.

3 5.

D(3) T(3)

You will need four pieces of equipment to make an idea collage. The largest item you will need is a big stack of magazines form which you will select the pictures that will represent you idea. The next-largest item will be a big piece of paper on which you will glue all your pictures. The two smaller materials you will need are scissors and glue for cutting out pictures from the magazinnes and pasting them on you paper. In the end, you will have an idea collage that reflects part of yourself to other people.

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DETAIL SENTENCES
LESSON 2A

Name Howard Kirby

Date Nov. 19

INSTRUCTIONS: Below is a list of ten sentences. Five of them would make good supporting details for a paragraph. In the blanks to the left of the sentences, put a "D" next to those that you think are supporting detail sentences.

____ 1. When looking at clouds, one can see many different shapes of animals.

D 2. After she got our of the car, she walked a mile down the dirt road to meet the spy.

D 3. In addition, you will be able to interview for a job, but you will be limited in the number of jobs for which you can apply.

D 4. Working on an assembly line can be fun, but it also involves a great deal of concentration and hard work.

____ 5. High school students can be put into several different groups.

D 6. Next, the leaves on the trees shook when the wind came.

____ 7. After the ceremony, the people formed a circle around the bride and groom..

____ 8. Tornadoes cause tremendous damage to homes, farms, and towns.

D 9. In the morning, I climbed up the tree to get my kitten, and I slipped and fell.

____ 10. Charles A. Lindbergh is one of America's famous pilots.

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DETAIL SENTENCES
LESSON 3A

Name Marie Vondercash

Date Feb. 14

INSTRUCTIONS:
For each topic sentence:
1. List or note the key words or phrases for at least three supporting details you would cover in the paragraph.
2. Choose a sequence, and write the name of the sequence in the sequence box.
3. Put numbers in the circles next to the listed details to match the sequence in the sequence box.
4. List a least tow transition words or phrases that would be used with the chosen sequence.

1. **Topic Sentence:** The new living room will be a sight to behold.

DS(1/3) S(2)

D(1/3) T(1/2)

Noting:

(1) fireplace
(2) couches
(3) track lighting
( )

Sequence: Spatial

Transition words: in center, next to, above

2. **Topic Sentence:** Jane's vacation was the best trip she had ever had for four reasons.

DS(1/3) S(2)

D(1/3) T(1/2)

Noting:

(1) fun
(2) saw old friends
(3) car accident
( )

Sequence: Time

Transition words: First, Second, Third

3. **Topic Sentence:** My new job changed my life in several ways.

DS(1/3) S(2)

D(1/3) T(1/2)

Noting:

(2) money
(-1) when I worked
(3) more clothes
( )

Sequence: chain link

Transition words: In the first place, In the second place

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DETAIL SENTENCES
LESSON 4A

Name April Showers

Date November 11

INSTRUCTIONS:
For each topic sentence:
1. Note the key words or phrases for at least three supporting details
2. Put numbers in the circles next to the details to signify their sequence.
3. List at least three transition words or phrases that fit the sequence.
4. On lined paper, develop each key word or phrase into a complet detail sentence. Include the transition words and the appropriate point of view and tense in each sentence. Use at least two sentence types. Write on every line.

1. **Topic Sentence:** My sister saw four exciting acts at the circus.

D(2/6) M(1)

Pens(2) T(1)

Noting:

(1) Juggling act
(4) Bicycle act
(2) Elephant tricks
(3) Monkey act

Sequence	P.O.V.	Tenses
Time	3	Past

Transition words

First
Second
Third
~~Last~~ Finally

2. **Topic Sentence:** You can see a variety of equipment in the classroom.

D(2/6) M(1)

Pens(2) T(1)

Noting:

(1) Desks
(3) Movie projector
(4) Filming screen
(2) Chalkboards

Sequence	P.O.V.	Tenses
Spatial	2	Present

Transition words

Next to
Around
to the right of
to the left of

3. **Topic Sentence:** I am planning a special vacation.

D(2/6) M(1)

Pens(2) T(1)

Noting:

(1) Bahamas
(2) Paris
(3) Itlay
(4) Germany

Sequence	P.O.V.	Tenses
Importance	1	Future

Transition words

At the beginning
Then
Soon
At last

DETAIL SENTENCES 4A Name April Showers

1. My sister saw four exciting acts at the circus. First was the juggling act done by the clown riding on the back of an elephant. Second, she watched the monkey act that created much amusement from the audience. Third the elephant tricks were so hilarious that she died laughing. Finally, came the bicycle act that was the close of the show.

2. The classroom has a variety of equipment. Many desks around the classroom. One may find several chalkboards around the walls of this learning facility. Alongside the wall usually hangs a filming screen. An overhead is always at the front for a teacher's use.

3 I am planning a special vacation. At the beginning I wish to lay on the sandy beaches of the Bahamas. Then I will visit Paris to see the Eiffel Tower standing in the middle of the city. Soon, I go to Italy to view the Leaning Tower. At last, I will have come to Germany (the language I study to reach my destiny.

DETAIL SENTENCES
LESSON 5A

Name *Sally Gibson*

Date *June 1*

INSTRUCTIONS:
For each assigned topic :
1. Write the title of your paragraph.
2. Complete the paragraph diagram by listing details, choosing a sequence, point of view, & tense, & ordering the details
3. List at least three transition words or phrases.
4. On lined paper, write the title, an appropriate topic sentence, and at least three detail sentences that match the items in your diagram. Use at least two sentence types. Write on every line.

1. **Assigned Topic:** Describe your home.

Title: *My home*

Topic Sentence: *I love my home*

D(1) DS(2/6) Noting : T(1) Pens(2) TR(1)

Sequence	P.O.V.	Tenses
chain link	3	present

Transition words

1	clean atmosphere	one example
3	family	another example
2	messy room	a further example

2. **Assigned Topic:** Describe something funny that someone did.

Title: *The whipped cream fight*

Topic Sentence: *My family had a whipped cream fight last night*

D(1) DS(2/6) Noting : T(1) Pens(2) TR(1)

Sequence	P.O.V.	Tenses
time	1	past

Transition words

	Surprised Dad	first
	squirted with hose	second
	whip cream plate	third
	bucket of water	fourth

2. **Assigned Topic:** Describe someone you would like to get to know.

Title: *A handsome young man*

Topic Sentence: *The young man that walked past me this morning was handsomee.*

D(1) DS(2/6) Noting : T(1) Pens(2) TR(1)

Sequence	P.O.V.	Tenses
Import.	3	past

Transition words

1	hair	best
2	eyes	next best
3	body	on the other hand
4	smile	most important

1. # My Home

I love my home. One example of my home is that it consists of a clean atmosphere. Another example is that a house is not a home without a family. A further example is that my messy room is a home within a home.

2. ## The whipped cream fight

My family had a whipped cream fight last night. First, we shot Dad with whipped cream as he washed the car. Second, he squirted us with the hose. Third, we hip time in the face with a paper plate full of cream. Then he went upstairs and poured a bucket of water on our heads.

3. ## A handsome young man

The young man that walked past me this morning was handsome. The best thing was his hair; it was long and blond. The next best thing was his eyes which were blue as the ocean. On the other hand, his body was strong and lean. The most important thing was his bright smile.

CLINCHER SENTENCES
LESSON 1A

Name Kiel Keene

Date Feb 23

INSTRUCTIONS: In the following paragraphs, underline the detail sentences with one line, and circle the transition words. Count the number of detail sentences per paragraph, and write that number in the blank to the left of each paragraph.

C(5) T(1)

1. Most soft drinks are made of soda water, sugar, and flavorings. In 1772, the first soda water was made in England, although soda water didn't become popular until after the 1830s. Each 8-ounce glass of soft drink contains 8 teaspoons of sugar, and soft drinks can include lemon, cherry, grape, and lime flavorings. The average American now drinks 500 8-ounce glasses of soft drinks per year, according to the Department of Agriculture. As can be seen, soda water is a very popular drink in America today.

C(5) T(1)

2. People train for at least four years before they can become certified as teachers. Most importantly, in their classes, they learn how to teach student. Next in importance, they must lean their subject matter, so they can transfer that knowledge to their students, grade papers and tests, and lead discussion classes. Thus, becoming a teacher takes determination, lots of hard work, and many years of training.

C(5) T(1)

3. Some animals are called by special names when they are young. A baby goat is known as a kid, while a baby sheep is known as a lamb. Tadpole is the name for a baby frog. Baby dogs are puppies, and young cats are kittens. Young bears are called cubs. To conclude, animals' young have different names. Can you think of any more?

C(5) T(1)

4. Learning to play volleyball takes practice, patience, and padding. Volleyball isn't a game that is learned easily. The skills that you need, such as serving, bumping, spiking, and setting, take long, hard hours of practice. This requires a lot of patience as you repeat drills to learn these skills over and over again. Padding on your knees makes good sense because many times you must dive for the ball, and each time you dive, you usually collide with the hard floor. As you can see, playing volleyball well require lots of effort and hard knocks.

C(5) T(1)

5. When you're interviewing for a job, you need to ask questions concerning the job's benefits. First, does the job have health insurance coverage? Second, is dental care included? Third, are there recreational benefits? Fourth, what is the vacation plan, and do bonuses come under the benefit package? In conclusion, these are just some of the questions one should ask when interviewing for a job.

Edge Enterprises
1989

CLINCHER SENTENCES
LESSON 2A

Name *Susan Garrison*

Date *April 4*

INSTRUCTIONS: Below is a list of ten sentences that would make good clincher sentences for paragraphs. Put a "G" in the blank to the left of the sentence if the sentence is a General Clincher Sentence. Put a "C" in the blank if the sentence is a Clueing Clincher Sentence. Put an "S" in the blank if the sentence is a Specific Clincher Sentence.

C(3) ☐ ___S___ 1. In review, there are four different kinds of clouds, including cirrus, cumulus, nimbus, and stratus clouds.

C(3) ☐ ___G___ 2. As a result, Vise President Johnson became President of the United States.

C(3) ☐ ___G___ 3. Because of these three problems, the scientists will have to work hard to perfect a cure.

C(3) ☐ ___C___ 4. For these five reasons, I felt that my whole life had been a series of mistakes.

C(3) ☐ ___S___ 5. To review, maintaining a car requires care, knowledge, and mechanical skills.

C(3) ☐ ___G___ 6. To conclude, you can feel awkward being the only boy at the party.

C(3) ☐ ___G___ 7. Thus, the French fries were awful, the surroundings were tacky, and the service stank.

C(3) ☐ ___S___ 8. In review, Karen had to learn how to operate the cash register, to make change, and to wrap packages in order to do her new job well.

C(3) ☐ ___G___ 9. As can be seen, all men are not created equal.

C(3) ☐ ___C___ 10. In summary, the animals could have their sanctuary back to continue their lives once the raging forest fire was finally put out.

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CLINCHER SENTENCES
LESSON 3A

Name Carter Smith

Date Oct. 13

INSTRUCTIONS: After looking at the topic sentence and detail sentences written for each paragraph, write a clincher sentence that would fit the topic and details. Write the kind of clincher sentence specified for each paragraph.

C(6) ☐ 1. Ralph Nader is a lawyer who checks into problems that consumers have with products. Nader first looked into the car industry in 1966, and he found that many cars were not safe. Since that time, he has checked into other consumer problems. Recently, he found that some of the meats that people were buying were unsafe. He also found that some TV sets gave off dangerous X-rays.

Clueing Clincher Sentence: In conclusion, Ralph Nader has detected these major consumer disadvantages.

C(6) ☐ 2. Many species, such as the bison, California condor, bald eagle, and whooping crane, are near extinction today. Now only protected herds remain of the bison. Recent estimates show that only a few dozen whooping cranes are now alive. Although bald eagles and the California condor are protected by law, many people disregard the law and shoot them anyway. In addition, all of these animals may become extinct because of decease and the use of pesticides.

General Clincher Sentence: Many species today are encounting extinctions

C(6) ☐ 3. The Matterhorn in Western Europe's most popular mountain for several reasons. First, it is the highest mountain in Europe. It stands 14,688 feet high. Second, it is a spectacular sight because it is shaped like a jagged pyramid. Third, it is challenging to climb. Although many people have climbed the Matterhorn since 1865, many have died trying.

Specific Clincher Sentence: As you can see, people have died trying to climb this 14,688 feet, jagged pyramid mountain.

C(6) ☐ 4. Learning a trade, learning to accept responsibility, and earning money are three important advantages to having a job. Most important is being able to work at a job learning a trade. This teaches a person new skills. Learning to accept responsibility for the job makes a person grow. Of course, earning money for working on the job enables a person to provide for his or her shelter, food, and overall lifestyle.

Clueing Clincher Sentence: As you can see, there are several advantages to having a job.

C(6) ☐ 5. The greatest "stealer" of all time had to be Ty Cobb for two reasons. First, he stole 892 bases during his career. Second, he was good at stealing bases in succession, On three different days, he reached first base either by getting a hit or by "walking." He then went on to steal second, third, and home.

General Clincher Sentence: Finally, Ty Cobb was the greatest stealer of all time.

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PARAGRAPH SCORE SHEET

Student Name:_____
Date:_____
Paragraph Topic:_____

Pretest:_____
Sequential:_____
Descriptive:_____
Expository:_____
Compare & Contrast._____
Posttest:_____
Generalization:_____

	Topic Sentence	Detail Sentences												Clincher Sentence
Line Numbers														
For Sentences														
For Transitions														

Points Earned

Mastery Score:

Sentence points for basic paragraph (T+4D+C)		Transition points for basic paragraph (3T & 1CT)		Point of view points		Tense points		Title points		Format points		Sentence variety points		**Mastery Score**
	+		+		+		+		+		+		=	
(24)		(8)		(4)		(4)		(2)		(2)		(6)		(50)

(Mastery score x2)

Bonus Score:

Points for extra appropriate Detail Sentences		Points for extra appropriate Transitions		Mastery Score		**Bonus Score**
	+		+		=	

COMMENTS:

Mastery Percentage

_____ %

(Mastery= 90% or above)

Student Writing Sample # 5

Line No.

A game is played in a series of steps. Before the game starts, you must set up the board, get the player pieces out, and get the rule book and a set of dice. You must choose a hero to represent you, choose a country to be your home land, select a sword, and choose a sari. Then, if you are victorius in a fight, you may see if a deity observed your battle. He may give you great powers or wealth. You may fight monsters to gain points or conqer cities (to collect taxes for points). The winner is the one with the most points.

PARAGRAPH SCORE SHEET

Student Name:_____
Date:_____
Paragraph Topic:_____

Pretest:	_____
Sequential:	_____
Descriptive:	_____
Expository:	_____
Compare & Contrast.	_____
Posttest:	_____
Generalization:	_____

	Topic Sentence	Detail Sentences												Clincher Sentence
Line Numbers														
For Sentences														
For Transitions														

Points Earned

Mastery Score:

Sentence points for basic paragraph (T+4D+C)		Transition points for basic paragraph (3T & 1CT)		Point of view points		Tense points		Title points		Format points		Sentence variety points		**Mastery Score**
☐	+	☐	+	☐	+	☐	+	☐	+	☐	+	☐	=	☐
(24)		(8)		(4)		(4)		(2)		(2)		(6)		(50)

(Mastery score x2)

Bonus Score:

Points for extra appropriate Detail Sentences		Points for extra appropriate Transitions		Mastery Score		**Bonus Score**
☐	+	☐	+	☐	=	☐

COMMENTS:

Mastery Percentage

☐ %

(Mastery= 90% or above)

Student Writing Sample # 6

DRUGS

Line No.

People use drugs for many
reasons. Some of these reasons
have to do with hospitals;
yes, that's right hospitals. When
you go there for a broken leg
they give you drugs, when you
go there for a case of strep throat
they give you drugs. I am quite
upset. I don't know what they think
they are doing. The doctors
are just too careless with what
they are starting a lot of bad
habits. This problem has been so
widely spread that they now
have drug stores and drug
fairs.

PARAGRAPH SCORE SHEET

Student Name:_____
Date:_____
Paragraph Topic:_____

Pretest:_____
Sequential:_____
Descriptive:_____
Expository:_____
Compare & Contrast._____
Posttest:_____
Generalization:_____

		Topic Sentence	Detail Sentences												Clincher Sentence
	Line Numbers														
Points Earned →	For Sentences														
→	For Transitions														

Mastery Score:

Sentence points for basic paragraph (T+4D+C)		Transition points for basic paragraph (3T & 1CT)		Point of view points		Tense points		Title points		Format points		Sentence variety points		**Mastery Score**
☐	+	☐	+	☐	+	☐	+	☐	+	☐	+	☐	=	☐
(24)		(8)		(4)		(4)		(2)		(2)		(6)		(50)

(Mastery score x2) ↓

Bonus Score:

Points for extra appropriate Detail Sentences		Points for extra appropriate Transitions		Mastery Score		**Bonus Score**
☐	+	☐	+	☐	=	☐

COMMENTS:

Mastery Percentage

☐ %

(Mastery= 90% or above)

Student Writing Sample # 7

Roles for Men and Women

Line No.

The roles for men and women have changed and still are changing. Since ERA, women have had the chance to become things considered masceilin. Since more women are working now, that gives some men the opertunity to stay at home and take care of the house and, or kids. Men can also work at jobs that in the past were considered feminine. Women and men are free to choose whatever job they want, however out of character it may seem. The roles for men and women have changed a lot in the last twenty years; who knows what it will be like twenty years from now?

NOTE: This ends the Activities and Handouts section.

REPLACE this page with the first section divider entitled Training Sequence.

INSERT the section content pages for Training Sequence.

THE PARAGRAPH WRITING STRATEGY

Training Sequence

Overhead Transparency

SIM Trainers may reproduce pages in this section for use in training sessions related to the Strategc Instruction Model

The University of Kansas
Center for Research in Learning Disabilities

The Strategic Instruction Model

Searching, Solving, Soaring. . . . .

TRAINING THE PARAGRAPH WRITING STRATEGY: OVERHEAD TRAINING SEQUENCE

The use of advance organizers, clear goals, and objectives make any presentation easier for participants to follow. This section has been organized to provide the trainer with a suggested sequence for the use of overhead transparencies that will facilitate an orderly presentation of the *Paragraph Writing Strategy.* Overhead transparencies provide the trainer with visual cues as to the key points that need to be conveyed. From a learning standpoint, the use of overheads assists participants in visually organizing the oral presentation.

The set of overhead transparency masters included in this section is for duplication to create transparencies for use in your presentation.

List of OVERHEAD TRANSPARENCY MASTERS for the PARAGRAPH WRITING STRATEGY

SCRIBE #1	Paragraph Writing Strategy Overview
SCRIBE #2	Rationales Behind the Paragraph Writing Strategy
SCRIBE #3	Paragraph Diagram (p. 358)*
SCRIBE #4	Steps for Writing a Paragraph (Cue Card #62, p. 326)
SCRIBE #5	Anatomy of the Paragraph Writing Strategy
SCRIBE #6	Anatomy of the Paragraph Writing Strategy: Overlay 1
SCRIBE #7	Anatomy of the Paragraph Writing Strategy: Overlay 2
SCRIBE #8	Complete Anatomy of the Paragraph Writing Strategy
SCRIBE #9	Paragraph Writing Strategy Results: Graph
SCRIBE #10	Strategies Instructional Approach: Philosophical Underpinnings
SCRIBE #11	Learning Strategies Curriculum
SCRIBE #12	Instructional Sequence for the Paragraph Writing Strategy: Parts I-IV (p. 2 enlarged)
SCRIBE #13	Instructional Sequence for the Paragraph Writing Strategy: Instructional Stages (p. 5 enlarged)
SCRIBE #14	Selecting Students for the Paragraph Writing Strategy
SCRIBE #15	Instructor's Manual Contents
SCRIBE #16	Paragraph Topic List (p. 264)
SCRIBE #17	Success Formula for Paragraph Writing
SCRIBE #18	Management Chart for the Paragraph Writing Strategy (p. 344)
SCRIBE #19	Cue Card #1: Pretest Sample (p. 265)
SCRIBE #20	Cue Card #2: Practice Sample (p. 266)
SCRIBE #21	Cue Card #3: Parts of a Paragraph (p. 267)
SCRIBE #22	Cue Card #4: Sentence Types Used in Paragraphs (p. 268)
SCRIBE #23	Cue Card #5: Paragraph Writing Strategy Puzzle: Part I (p. 269)
SCRIBE #24	Cue Card #6: Topic Sentence (p. 270)
SCRIBE #25	Cue Card #7: Types of Topic Sentences (p. 271)
SCRIBE #26	Cue Card #8: General Topic Sentence (p. 272)
SCRIBE #27	Cue Card #9: General Topic Sentence (visual depiction, p. 273)
SCRIBE #28	Cue Card #10: Examples of General Topic Sentences (p. 274)
SCRIBE #29	Cue Card #11: Clueing Topic Sentence (p. 275)
SCRIBE #30	Cue Card #12: Clue Words (p. 276)
SCRIBE #31	Cue Card #13: Examples of Clueing Topic Sentences (p. 277)
SCRIBE #32	Cue Card #14: Clueing Topic Sentence (visual depiction, p. 278)
SCRIBE #33	Cue Card #15: Specific Topic Sentence (p. 279)
SCRIBE #34	Cue Card #16: Specific Topic Sentence (visual depiction, p. 280)
SCRIBE #35	Cue Card #17: Examples of Specific Topic Sentences (p. 281)
SCRIBE #36	Cue Card #18: Steps for Writing a Topic Sentence (p. 282)
SCRIBE #37	Progress Chart for Parts I, II, and III (p. 348)
SCRIBE #38	Management Chart for Instruction in Parts I, II, & III (p. 346)
SCRIBE #39	Sentences Formula Card
SCRIBE #40	Topic Sentence Verbal Practice Checklist (p. 350)
SCRIBE #41	Topic Sentence Lesson 1A (Student Lessons, p. 5)
SCRIBE #42	Topic Sentence Lesson 2A (SL, p. 9)*
SCRIBE #43	Topic Sentence Lesson 3A (SL, p. 13)
SCRIBE #44	Assignment Sheet for Topic Sentences (p. 354)

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* All page numbers represented like this refer to pages in the Paragraph Writing Strategy Manual

* SL represents the Student Lessons Volume associated with the Paragraph Writing Strategy.

SCRIBE	**#45**	Cue Card	#19:	Paragraph Writing Strategy Puzzle: Part II (p. 283)
SCRIBE	**#46**	Cue Card	#20:	Detail Sentence (p. 284)
SCRIBE	**#47**	Cue Card	#21:	Detail Sentence (visual depiction, p. 285)
SCRIBE	**#48**	Cue Card	#22:	Transition (p. 286)
SCRIBE	**#49**	Cue Card	#23:	Types of Detail Sentences (p. 287)
SCRIBE	**#50**	Cue Card	#24:	Lead-Off Sentence (p. 288)
SCRIBE	**#51**	Cue Card	#25:	Follow-up Sentence (p. 289)
SCRIBE	**#52**	Cue Card	#26:	Paragraph Express (p. 290)
SCRIBE	**#53**	Cue Card	#27:	Example Detail Sentences (p. 291)
SCRIBE	**#54**	Cue Card	#28:	Requirements for a Detail Sentence (p. 292)
SCRIBE	**#55**	Cue Card	#29:	Detail Sentence Sequences. (p. 293)
SCRIBE	**#56**	Cue Card	#30:	Transitions Chart: Size, Time, Space & Importance Transitions (portions of p. 294)
SCRIBE	**#57**	Cue Card	#30:	Transitions Chart: Chain-Link & Concluding Transitions (portion of p. 294)
SCRIBE	**#58**	Cue Card	#31:	Points of View (visual depiction, p. 295)
SCRIBE	**#59**	Cue Card	#32:	Example Sentences Written in First Person Point of View (p. 296)
SCRIBE	**#60**	Cue Card	#33:	Example Sentences Written in Second Person Point of View (p. 297)
SCRIBE	**#61**	Cue Card	#34:	Example Sentences Written in Third Person Point of View (p. 298)
SCRIBE	**#62**	Cue Card	#35:	Point of View Chart (p. 299)
SCRIBE	**#63**	Cue Card	#36:	What Point of View? (p. 300)
SCRIBE	**#64**	Cue Card	#37:	Tenses (visual depiction, p. 301)
SCRIBE	**#65**	Cue Card	#38:	Tense Chart (p. 302)
SCRIBE	**#66**	Cue Card	#39:	Example Sentences for Tense (p. 303)
SCRIBE	**#67**	Cue Card	#40:	Finished Paragraph Diagram (p. 304)
SCRIBE	**#68**	Cue Card	#41:	Steps for Writing a Detail Sentence (p. 305)
SCRIBE	**#69**	Detail Sentence Verbal Practice Checklist (p. 351)		
SCRIBE	**#70**	Detail Sentence Lesson 1A (SL, p. 19)		
SCRIBE	**#71**	Detail Sentence Lesson 2A (SL, p. 23)		
SCRIBE	**#72**	Detail Sentence Lesson 3A (SL, p. 27)		
SCRIBE	**#73**	Detail Sentence Lesson 4A (SL, p. 31)		
SCRIBE	**#74**	Detail Sentence Lesson 5A (SL, p. 35)		
SCRIBE	**#75**	Assignment Sheet for Detail Sentences (p. 355)		
SCRIBE	**#76**	Cue Card	#42:	Paragraph Writing Strategy Puzzle: Part III (p. 306)
SCRIBE	**#77**	Cue Card	#43:	Clincher Sentence (p. 307)
SCRIBE	**#78**	Cue Card	#44:	Paragraph Express (p. 308)
SCRIBE	**#79**	Cue Card	#45:	Example Paragraph (p. 309)
SCRIBE	**#80**	Cue Card	#46:	Concluding Transitions (p. 310)
SCRIBE	**#81**	Cue Card	#47:	Types of Clincher Sentences (p. 311)
SCRIBE	**#82**	Cue Card	#48:	General Clincher Sentence (p. 312)
SCRIBE	**#83**	Cue Card	#49:	Example General Clincher Sentences (p. 313)
SCRIBE	**#84**	Cue Card	#50:	General Clincher Sentence (visual depiction, p. 314)
SCRIBE	**#85**	Cue Card	#51:	Clueing Clincher Sentence (p. 315)

SCRIBE #86 Cue Card #52: Clueing Clincher Sentence (visual depiction, p. 316)
SCRIBE #87 Cue Card #53: Example Clueing Clincher Sentences (p. 317)
SCRIBE #88 Cue Card #54: Specific Clincher Sentence (p. 318)
SCRIBE #89 Cue Card #55: Specific Clincher Sentence (visual depiction, p. 319)
SCRIBE #90 Cue Card #56: Example Specific Clincher Sentences (p. 320)
SCRIBE #91 Cue Card #57: Steps for Writing a Clincher Sentence (p. 321)
SCRIBE #92 Cue Card #58: Clincher Sentences: Model Paragraph 1 (p. 322)
SCRIBE #93 Cue Card #59: Clincher Sentences: Model Paragraph 2 (p. 323)
SCRIBE #94 Cue Card #60: Clincher Sentences: Model Paragraph 3 (p. 324)
SCRIBE #95 Clincher Sentence Verbal Practice Checklist (p. 352)

SCRIBE #96 Clincher Sentences Lesson 1A (SL, p. 41)
SCRIBE #97 Clincher Sentences Lesson 2A (SL, p. 45)
SCRIBE #98 Clincher Sentences Lesson 3A (SL, p. 49)
SCRIBE #99 Assignment Sheet for Clincher Sentences (p. 356)
SCRIBE #100 Cue Card #61: Paragraph Writing Strategy Puzzle: Part IV (p. 325)
SCRIBE #101 Cue Card #62: Steps for Writing a Paragraph (p. 326)
SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #103 Cue Card #64: Sequential Paragraph (p. 328)
SCRIBE #104 Cue Card #65: Narrative Paragraph (p. 329)
SCRIBE #105 Paragraph Checklist (p. 360)

SCRIBE #106 Management Chart for Whole Paragraphs (p. 345)
SCRIBE #107 Model Diagram and Paragraph for Narrative Paragraphs: Level II (p. 361)
SCRIBE #108 Model Diagram and Paragraph for Narrative Paragraphs: Level I (p. 370)
SCRIBE #109 Whole Paragraphs Verbal Practice Checklist (p. 353)
SCRIBE #110 Whole Paragraphs: Topic List for Narrative Paragraphs (SL, p. 55)
SCRIBE #111 Whole Paragraphs Assignment Sheet (p.357)
SCRIBE #112 Whole Paragraphs Progress Chart (p. 347)
SCRIBE #113 Cue Card #66: Step-by-Step Paragraph (p. 330)
SCRIBE #114 Model Diagram and Paragraph for Step-by-Step Paragraphs: Level II (p. 362)
SCRIBE #115 Whole Paragraphs: Topic List for Step-by-Step Paragraphs (SL, p. 56)

SCRIBE #116 Cue Card #67: Descriptive Paragraph (visual depiction, p. 331)
SCRIBE #117 Model Diagram and Paragraph for Descriptive Paragraphs: Level II (p. 363)
SCRIBE #118 Cue Card #68: Descriptive Paragraph (p. 332)
SCRIBE #119 Whole Paragraphs: Topic List for Descriptive Paragraphs (SL, p. 57)
SCRIBE #120 Cue Card #69: Expository Paragraph (p. 333)
SCRIBE #121 Model Diagram and Paragraph for Facts Paragraphs: Level II (p. 364)
SCRIBE #122 Cue Card #70: Facts Paragraph (p. 334)
SCRIBE #123 Whole Paragraphs: Topic List for Facts Paragraphs (SL, p. 58)
SCRIBE #124 Model Diagram and Paragraph for Reasons Paragraphs: Level II (p. 365)
SCRIBE #125 Cue Card #71: Reasons Paragraph (p. 335)

SCRIBE #126 Whole Paragraphs: Topic List for Reasons Paragraphs (SL, p. 59)
SCRIBE #127 Model Diagram and Paragraph for Examples Paragraphs: Level II (p. 366)
SCRIBE #128 Cue Card #72: Examples Paragraph (p. 336)
SCRIBE #129 Whole Paragraphs: Topic List for Examples Paragraphs (SL, p. 60)
SCRIBE #130 Cue Card #73: Compare and Contrast Paragraph (p. 337)
SCRIBE #131 Model Diagram and Paragraph for Compare Paragraphs: Level II (p. 367)
SCRIBE #132 Cue Card #74 Compare Paragraph (p. 338)
SCRIBE #133 Whole Paragraphs: Topic List for Compare and Contrast Paragraphs (SL, p. 61)
SCRIBE #134 Model Diagram and Paragraph for Contrast Paragraphs: Level II (p. 368)
SCRIBE #135 Cue Card #75 Contrast Paragraph (p. 339)

SCRIBE #136 Model Diagram and Paragraph for Compare and Contrast Paragraphs: Level II (p. 369)
SCRIBE #137 Cue Card #76: Compare and Contrast Paragraph (p. 340)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p.359)
SCRIBE #139 Cue Card #77: Generalization Instruction (p. 341)
SCRIBE #140 Cue Card #78: Affirmations (p. 342)
SCRIBE #141 Generalization Progress Chart (p. 349)
SCRIBE #142 Topic Sentences 1A: Casey Thompson
SCRIBE #143 Topic Sentences 2A: Vera Jones
SCRIBE #144 Topic Sentences 3A: Chris Chase
SCRIBE #145 Detail Sentences 1A: Dennis Schaefer

SCRIBE #146 Detail Sentences 2A: Howard Kirby
SCRIBE #147 Detail Sentences 3A: Marie Vondercash
SCRIBE #148 Detail Sentences 4A: April Showers
SCRIBE #149 Detail Sentences 4A: April Showers' paragraphs
SCRIBE #150 Detail Sentences 5A: Sally Gibson
SCRIBE #151 Detail Sentences 5A: Sally Gibson's paragraphs
SCRIBE #152 Clincher Sentences 1A: Kiel Keene
SCRIBE #153 Clincher Sentences 2A: Susan Garrison
SCRIBE #154 Clincher Sentences 3A: Carter Smith
SCRIBE #155 General Scoring Guidelines (from manual, p. 247-248)

SCRIBE #156 Guidelines for Scoring the Topic Sentences (from manual, pp. 248-252)
SCRIBE #157 Guidelines for Scoring the Detail Sentences (from manual, p. 252-255)
SCRIBE #158 Guidelines for Scoring the Clincher Sentences (from manual, pp. 248-252)
SCRIBE #159 Guidelines for Scoring Other Aspects of the paragraph (from manual, pp. 248-252)
SCRIBE #160 Guidelines for Scoring Other Aspects of the paragraph (from manual, pp. 248-252)
SCRIBE #161 Guidelines for Scoring Other Aspects of the paragraph (from manual, pp. 248-252)
SCRIBE #162 Paragraph Score Sheet (p. 343)
SCRIBE #163 Student Writing Sample #1 (from manual, p. 258)
SCRIBE #164 Student Writing Sample #2 (from manual, p. 258)
SCRIBE #165 Student Writing Sample #3
SCRIBE #166 Student Writing Sample #4
SCRIBE #167 Student Folder Contents
SCRIBE #168 Establishing Files
SCRIBE #169 General Mangagement: Purpose and Suggestions

TRAINING SEQUENCE and OVERHEAD TRANSPARENCY MASTERS

for the

PARAGRAPH WRITING STRATEGY

I. Introduction to the Paragraph Writing Strategy

A. Overview

SCRIBE #1 Paragraph Writing Strategy Overview
SCRIBE #2 Rationales Behind the Paragraph Writing Strategy

B. Preview

SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #4 Steps for Writing a Paragraph (p. 326)

C. Cognitive and Metacognitive Elements

SCRIBE #5 Anatomy of the Paragraph Writing Strategy
SCRIBE #6 Anatomy of the Paragraph Writing Strategy: Overlay 1
SCRIBE #7 Anatomy of the Paragraph Writing Strategy: Overlay 2
SCRIBE #8 Complete Anatomy of the Paragraph Writing Strategy

D. Results

SCRIBE #9 Paragraph Writing Strategy Results: Graph

E. Relationship to SIM

SCRIBE #10 Strategies Instructional Approach: Philosophical Underpinnings
SCRIBE #11 Learning Strategies Curriculum

II. Organization of Paragraph Writing Strategy Instruction

A. Sequence

SCRIBE #12 Instructional Sequence for the Paragraph Writing Strategy: Parts I-IV
SCRIBE #13 Instructional Sequence for the Paragraph Writing Strategy: Instructional Stages

B. Selection of Students

SCRIBE #14 Selecting Students for the Paragraph Writing Strategy

C. Instructor's Manual

SCRIBE #15 Instructor's Manual Contents

III. Stage-by-Stage Run Through

A. Stage 1: Pretest and Make Commitments to Learn

SCRIBE #16 Paragraph Topic List (p. 264)
SCRIBE #17 Success Formula for Paragraph Writing
SCRIBE #18 Management Chart for the Paragraph Writing Strategy (p. 344)

B. Part I: Topic Sentences

1. Stage 2: Describe

SCRIBE #19 Cue Card #1: Pretest Sample (p. 265)
SCRIBE #20 Cue Card #2: Practice Sample (p. 266)
SCRIBE #21 Cue Card #3: Parts of a Paragraph (p. 267)
SCRIBE #22 Cue Card #4: Sentence Types Used in Paragraphs (p. 268)
SCRIBE #23 Cue Card #5: Paragraph Writing Strategy Puzzle: Part I (p. 269)
SCRIBE #24 Cue Card #6: Topic Sentence (p. 270)
SCRIBE #25 Cue Card #7: Types of Topic Sentences (p. 271)
SCRIBE #26 Cue Card #8: General Topic Sentence (p. 272)
SCRIBE #27 Cue Card #9: General Topic Sentence (visual depiction, p. 273)
SCRIBE #28 Cue Card #10: Examples of General Topic Sentences (p. 274)
SCRIBE #29 Cue Card #11: Clueing Topic Sentence (p. 275)
SCRIBE #30 Cue Card #12: Clue Words (p. 276)
SCRIBE #31 Cue Card #13: Examples of Clueing Topic Sentences (p. 277)
SCRIBE #32 Cue Card #14: Clueing Topic Sentence (visual depiction, p. 278)
SCRIBE #33 Cue Card #15: Specific Topic Sentence (p. 279)
SCRIBE #34 Cue Card #16: Specific Topic Sentence (visual depiction, p. 280)
SCRIBE #35 Cue Card #17: Examples of Specific Topic Sentences (p. 281)
SCRIBE #36 Cue Card #18: Steps for Writing a Topic Sentence (p. 282)
SCRIBE #37 Progress Chart for Parts I, II, and III (p. 348)
SCRIBE #38 Management Chart for Instruction in Parts I, II, & III (p. 346)

2. Stage 3: Model

SCRIBE #19-38 Cue Cards #1-18 and Charts
SCRIBE #39 Sentences Formula Card

3. Stage 4: Verbal Practice

SCRIBE #19-38 Cue Cards #1-18 and Charts
SCRIBE #40 Topic Sentence Verbal Practice Checklist (p. 350)

4. Stage 5: Controlled Practice and Feedback

SCRIBE #41 Topic Sentence Lesson 1A (Student Lessons, p. 5)
SCRIBE #42 Topic Sentence Lesson 2A (SL, p. 9)
SCRIBE #43 Topic Sentence Lesson 3A (SL, p. 13)
SCRIBE #44 Assignment Sheet for Topic Sentences (p. 354)
SCRIBE #18 Management Chart for the Paragraph Writing Strategy (p. 344)

C. Part II: Detail Sentences

1. Stage 2: Describe

SCRIBE #19-38 Cue Cards 1-18 and Charts
SCRIBE #45 Cue Card #19: Paragraph Writing Strategy Puzzle: Part II (p. 283)
SCRIBE #46 Cue Card #20: Detail Sentence (p. 284)
SCRIBE #47 Cue Card #21: Detail Sentence (visual depiction, p. 285)
SCRIBE #48 Cue Card #22: Transition (p. 286)
SCRIBE #49 Cue Card #23: Types of Detail Sentences (p. 287)
SCRIBE #50 Cue Card #24: Lead-Off Sentence (p. 288)
SCRIBE #51 Cue Card #25: Follow-up Sentence (p. 289)
SCRIBE #52 Cue Card #26: Paragraph Express (p. 290)
SCRIBE #53 Cue Card #27: Example Detail Sentences (p. 291)
SCRIBE #54 Cue Card #28: Requirements for a Detail Sentence (p. 292)
SCRIBE #55 Cue Card #29: Detail Sentence Sequences (p. 293)
SCRIBE #56 Cue Card #30: Transitions Chart: Size, Time Space & Importance Transitions (portions of p. 294)
SCRIBE #57 Cue Card #30: Transitions Chart: Chain-Link & Concluding Transitions (portion of p. 294)
SCRIBE #58 Cue Card #31: Points of View (visual depiction, p. 295)
SCRIBE #59 Cue Card #32: Example Sentences Written in First Person Point of View (p. 296)
SCRIBE #60 Cue Card #33: Example Sentences Written in Second Person Point of View (p. 297)
SCRIBE #61 Cue Card #34: Example Sentences Written in Third Person Point of View (p. 298)
SCRIBE #62 Cue Card #35: Point of View Chart (p. 299)
SCRIBE #63 Cue Card #36: What Point of View? (p. 300)
SCRIBE #64 Cue Card #37: Tenses (visual depiction, p. 301)
SCRIBE #65 Cue Card #38: Tense Chart (p. 302)
SCRIBE #66 Cue Card #39: Example Sentences for Tense (p. 303)
SCRIBE #67 Cue Card #40: Finished Paragraph Diagram (p. 304)
SCRIBE #68 Cue Card #41: Steps for Writing a Detail Sentence (p. 305)

2. Stage 3: Model

SCRIBE #19-38, 45-68 Cue Cards 1-41 and Charts
SCRIBE #3 Paragraph Diagram (p. 358)

3. Stage 4: Verbal Practice

SCRIBE #19-38, 45-68 Cue Cards 1-41 and Charts
SCRIBE #69 Detail Sentence Verbal Practice Checklist (p. 351)

4. Stage 5: Controlled Practice and Feedback

SCRIBE #19-38, 45-68 Cue Cards 1-41 and Charts
SCRIBE #70 Detail Sentence Lesson 1A (SL, p. 19)
SCRIBE #71 Detail Sentence Lesson 2A (SL, p. 23)
SCRIBE #72 Detail Sentence Lesson 3A (SL, p. 27)
SCRIBE #73 Detail Sentence Lesson 4A (SL, p. 31)
SCRIBE #74 Detail Sentence Lesson 5A (SL, p. 35)
SCRIBE #75 Assignment Sheet for Detail Sentences (p. 355)
SCRIBE #21-22, 30, 56-57 Cue Cards 3-4, 12, and 30 (2 parts)

D. Part III: Clincher Sentences

1. Stage 2: Describe

SCRIBE #76 Cue Card #42: Paragraph Writing Strategy Puzzle: Part III (p. 306)
SCRIBE #77 Cue Card #43: Clincher Sentence (p. 307)
SCRIBE #78 Cue Card #44: Paragraph Express (p. 308)
SCRIBE #79 Cue Card #45: Example Paragraph (p. 309)
SCRIBE #80 Cue Card #46: Concluding Transitions (p. 310)
SCRIBE #81 Cue Card #47: Types of Clincher Sentences (p. 311)
SCRIBE #82 Cue Card #48: General Clincher Sentence (p. 312)
SCRIBE #83 Cue Card #49: Example General Clincher Sentences (p. 313)
SCRIBE #84 Cue Card #50: General Clincher Sentence (visual depiction, p. 314)
SCRIBE #85 Cue Card #51: Clueing Clincher Sentence (p. 315)
SCRIBE #86 Cue Card #52: Clueing Clincher Sentence (visual depiction, p. 316)
SCRIBE #87 Cue Card #53: Example Clueing Clincher Sentences (p. 317)
SCRIBE #88 Cue Card #54: Specific Clincher Sentence (p. 318)
SCRIBE #89 Cue Card #55: Specific Clincher Sentence (visual depiction, p. 319)
SCRIBE #90 Cue Card #56: Example Specific Clincher Sentences (p. 320)
SCRIBE #91 Cue Card #57: Steps for Writing a Clincher Sentence (p. 321)

2. Stage 3: Model

SCRIBE #57-58, 76-91 Cue Cards 30 (2 parts) & Cue Cards 42-57
SCRIBE #92 Cue Card #58: Clincher Sentences: Model Paragraph 1 (p. 322)
SCRIBE #93 Cue Card #59: Clincher Sentences: Model Paragraph 2 (p. 323)
SCRIBE #94 Cue Card #60: Clincher Sentences: Model Paragraph 3 (p. 324)

3. Stage 4: Verbal Practice

SCRIBE #76-91 Cue Cards #42-57
SCRIBE #95 Clincher Sentence Verbal Practice Checklist (p. 352)

4. Stage 5: Controlled Practice and Feedback

SCRIBE #57-58, 76-91 Cue Cards #30 (2 parts) & 42-57
SCRIBE #96 Clincher Sentences Lesson 1A (SL, p. 41)
SCRIBE #97 Clincher Sentences Lesson 2A (SL, p. 45)
SCRIBE #98 Clincher Sentences Lesson 3A (SL, p. 49)
SCRIBE #99 Assignment Sheet for Clincher Sentences (p. 356)

D. Part IV: Whole Paragraphs

1. Stage 2: Describe

SCRIBE #21-22, 57-58 Cue Cards #3-4, & 30 (2 parts)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #100 Cue Card #61: Paragraph Writing Strategy Puzzle: Part IV (p. 325)
SCRIBE #101 Cue Card #62: Steps for Writing a Paragraph (p. 326)
SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #103 Cue Card #64: Sequential Paragraph (p. 328)

1. Stage 2: Describe, continued

SCRIBE #104 Cue Card #65: Narrative Paragraph (p. 329)
SCRIBE #105 Paragraph Checklist (p. 360)
SCRIBE #106 Management Chart for Whole Paragraphs (p. 345)

2. Stage 3: Model

SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #107 Model Diagram for Narrative Paragraphs: Level II (p. 361)
SCRIBE #108 Model Diagram for Narrative Paragraphs: Level I (p. 370
SCRIBE #101-104 Cue Cards #62-65
SCRIBE #106 Management Chart for Whole Paragraphs (p. 345)

3. Stage 4: Verbal Practice

SCRIBE #109 Whole Paragraphs Verbal Practice Checklist (p. 353)
SCRIBE #101-104 Cue Cards #62-65
SCRIBE #109 Management Chart for Whole Paragraphs (p. 345)

4. Stage 5: Advanced Practice and Feedback

a. Narrative Paragraphs

SCRIBE #110 Whole Paragraphs: Topic List for Narrative Paragraphs (SL, p. 55)
SCRIBE #111 Assignment Sheet for Whole Paragraphs (p. 357)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraphs Progress Chart (p. 347)
SCRIBE #109 Management Chart for Whole Paragraphs (p. 345)

b. Step-by-Step Paragraphs

SCRIBE #102-103 Cue Cards #63-64
SCRIBE #113 Cue Card #66: Step-by-Step Paragraph (p. 330)
SCRIBE #114 Model Diagram and Paragraph for Step-by-Step Paragraphs: Level II (p. 362)
SCRIBE #115 Whole Paragraphs: Topic List for Step-by-Step Paragraphs (SL, p. 56)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

c. Descriptive Paragraphs

SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #116 Cue Card #67: Descriptive Paragraph (visual depiction, p. 331)
SCRIBE #117 Model Diagram and Paragraph for Descriptive Paragraphs: Level II (p. 363)
SCRIBE #118 Cue Card #68: Descriptive Paragraph (p. 332)
SCRIBE #119 Whole Paragraphs: Topic List for Descriptive Paragraphs (SL, p. 57)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

d. Expository Paragraphs: Facts Paragraphs

SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #120 Cue Card #69: Expository Paragraph (visual depiction, p. 331)
SCRIBE #121 Model Diagram and Paragraph for Facts Paragraphs: Level II (p. 364)
SCRIBE #122 Cue Card #70: Facts Paragraph (p. 334)
SCRIBE #123 Whole Paragraphs: Topic List for Facts Paragraphs (SL, p. 58)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

e. Expository Paragraphs: Reasons Paragraphs

SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #120 Cue Card #69: Expository Paragraph (p. 333)
SCRIBE #124 Model Diagram and Paragraph for Reasons Paragraphs: Level II (p. 365)
SCRIBE #125 Cue Card #71: Reasons Paragraph (p. 335)
SCRIBE #126 Whole Paragraphs: Topic List for Reasons Paragraphs (SL, p. 59)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

f. Expository Paragraphs: Reasons Paragraphs

SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #120 Cue Card #69: Expository Paragraph (p. 333)
SCRIBE #127 Model Diagram and Paragraph for Examples Paragraphs: Level II (p. 366)
SCRIBE #128 Cue Card #72: Examples Paragraph (p. 336)
SCRIBE #129 Whole Paragraphs: Topic List for Examples Paragraphs (SL, p. 60)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

g. Compare and Contrast Paragraphs: Compare Paragraphs

SCRIBE #102 Cue Card #63: Types of Paragraphs (p. 327)
SCRIBE #130 Cue Card #73: Compare and Contrast Paragraph (p. 337)
SCRIBE #131 Model Diagram and Paragraph for Compare Paragraphs: Level II (p. 367)
SCRIBE #132 Cue Card #74: Compare Paragraph (p. 338)
SCRIBE #133 Whole Paragraphs: Topic List for Compare and Contrast Paragraphs (SL, p. 61)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

h. Compare and Contrast Paragraphs: Contrast Paragraphs

SCRIBE #130 Cue Card #73: Compare and Contrast Paragraph (p. 337)
SCRIBE #134 Model Diagram and Paragraph for Contrast Paragraphs: Level II (p. 368)
SCRIBE #135 Cue Card #75: Contrast Paragraph (p. 339)
SCRIBE #133 Whole Paragraphs: Topic List for Compare and Contrast Paragraphs (SL, p. 61)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

i. Compare and Contrast Paragraphs

SCRIBE #130 Cue Card #73: Compare and Contrast Paragraph (p. 337)
SCRIBE #136 Model Diagram and Paragraph for Compare and Contrast Paragraphs: Level II (p. 369)
SCRIBE #137 Cue Card #76: Compare and Contrast Paragraph (p. 340)
SCRIBE #133 Whole Paragraphs: Topic List for Compare and Contrast Paragraphs (SL, p. 61)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p. 359)
SCRIBE #112 Whole Paragraph Progress Chart (p. 347)

5. Stage 6: Posttest and Make Commitments

SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p. 359)

6. Stage 7: Generalization

a. Phase I: Orientation

SCRIBE #139 Cue Card #77: Generalization Instruction (p. 341)
SCRIBE #17 Success Formula for Paragraph Writing
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p. 359)
SCRIBE #105 Paragraph Checklist (p. 360)
SCRIBE #56-57 Cue Card #30: Transitions Chart (portions of p. 294)
SCRIBE #140 Cue Card #78: Affirmations (p. 342)

b. Phase II: Activation

SCRIBE #139 Cue Card #77: Generalization Instruction (p. 341)
SCRIBE #105 Paragraph Checklist (p. 360)
SCRIBE #140 Cue Card #78: Affirmations (p. 342)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p. 359)
SCRIBE #111 Assignment Sheet for Whole Paragraphs (p. 357)
SCRIBE #141 Generalization Progress Chart (p. 349)

c. Phase III: Adaptation

SCRIBE #139 Cue Card #77: Generalization Instruction (p. 341)
SCRIBE #105 Paragraph Checklist (p. 360)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p. 359)
SCRIBE #141 Generalization Progress Chart (p. 349)

d. Phase IV: Maintenance

SCRIBE #139 Cue Card #77: Generalization Instruction (p. 341)
SCRIBE #105 Paragraph Checklist (p. 360)
SCRIBE #3 Paragraph Diagram (p. 358)
SCRIBE #138 Compare and Contrast Paragraph Diagram (p. 359)
SCRIBE #141 Generalization Progress Chart (p. 349)

IV. Evaluation

A. Topic Sentences

SCRIBE #142 Topic Sentences 1A: Casey Thompson
SCRIBE #143 Topic Sentences 2A: Vera Jones
SCRIBE #144 Topic Sentences 3A: Chris Chase

B. Detail Sentences

SCRIBE #145 Detail Sentences 1A: Dennis Schaefer
SCRIBE #146 Detail Sentences 2A: Howard Kirby
SCRIBE #147 Detail Sentences 3A: Marie Vondercash
SCRIBE #148 Detail Sentences 4A: April Showers
SCRIBE #149 Detail Sentences 4A: April Showers' paragraphs
SCRIBE #150 Detail Sentences 5A: Sally Gibson
SCRIBE #151 Detail Sentences 5A: Sally Gibson's paragraphs

C. Clincher Sentences

SCRIBE #152 Clincher Sentences 1A: Kiel Keene
SCRIBE #153 Clincher Sentences 2A: Susan Garrison
SCRIBE #154 Clincher Sentences 3A: Carter Smith

D. Whole Paragraphs

SCRIBE #155 General Scoring Guidelines (from manual, p. 247-248)
SCRIBE #156 Guidelines for Scoring the Topic Sentences (manual, pp. 248-252)
SCRIBE #157 Guidelines for Scoring the Detail Sentences (manual, p. 252-255)
SCRIBE #158 Guidelines for Scoring the Clincher Sentences (manual, pp. 248-252)
SCRIBE #159 Guidelines for Scoring Other Aspects of the paragraph (manual, pp. 248-252)
SCRIBE #160 Guidelines for Scoring Other Aspects of the paragraph (manual, pp. 248-252)
SCRIBE #161 Guidelines for Scoring Other Aspects of the paragraph (manual, pp. 248-252)
SCRIBE #162 Paragraph Score Sheet (p. 343)
SCRIBE #163 Student Writing Sample #1 (from manual, p. 258)
SCRIBE #37 Progress Chart for Parts I, II, and III (p. 348)
SCRIBE #164 Student Writing Sample #2 (from manual, p. 258)
SCRIBE #165 Student Writing Sample #3
SCRIBE #166 Student Writing Sample #4

V. Management

A. Student Folders/Notebooks

SCRIBE #167 Student Folder Contents

B. Lessons

SCRIBE #168 Establishing Files

C. General

SCRIBE #169 General Mangagement: Purpose and Suggestions

THE PARAGRAPH WRITING STRATEGY

OVERVIEW

PERTINENT SETTING DEMAND

Students must hand in written products which include well-organized paragraphs.

PURPOSE

To teach students to write well-organized paragraphs which include:

* **topic, detail, and clincher sentences**
* **a consistent point of view**
* **consistency in tense throughout**
* **logically-sequenced ideas**
* **appropriate transitions between ideas**

RATIONALES BEHIND

THE PARAGRAPH WRITING STRATEGY

Students often do not know:

how to structure their writing to logically communiate their ideas. The Paragraph Writing Strategy enables them to write a well-organized paragraph.

how to plan what they are going to say before they begin writing. This strategy enables them to use a planning process.

how to apply basic concepts related to a paragraph structure, **such as point of view and tense**. This strategy enables them to apply these concepts.

how to use writing skills and strategies they have already mastered in their writing. This strategy enables them to integrate these skills and strategies as they write several kinds of paragraphs.

what elements should be considered in writing a paragraph. This strategy enables them to plan for the ideas to be included and the sequence in which they will appear, the point of view, the tense, and a variety of topic, detail, and clincher sentences.

KU-CRL

Section V

SCRIBE #3

Name: _____

Date: _____

PARAGRAPH DIAGRAM

3. SEQUENCE	6. P.O.V.	7. TENSE

1. TOPIC: _____

2. DETAILS:

5. TRANSITIONS:

4. ORDER:

- ○ _____ _____
- ○ _____ _____
- ○ _____ _____
- ○ _____ _____
- ○ _____ _____

STEPS FOR WRITING A PARAGRAPH

Step 1: **S**et up a diagram.

Step 2: **C**reate the title.

Step 3: **R**eveal the topic.

Step 4: **I**ron out the details.

Step 5: **B**ind it together with a clincher.

Step 6: **E**dit your work

ANATOMY OF THE PARAGRAPH
WRITING STRATEGY

Set up a diagram

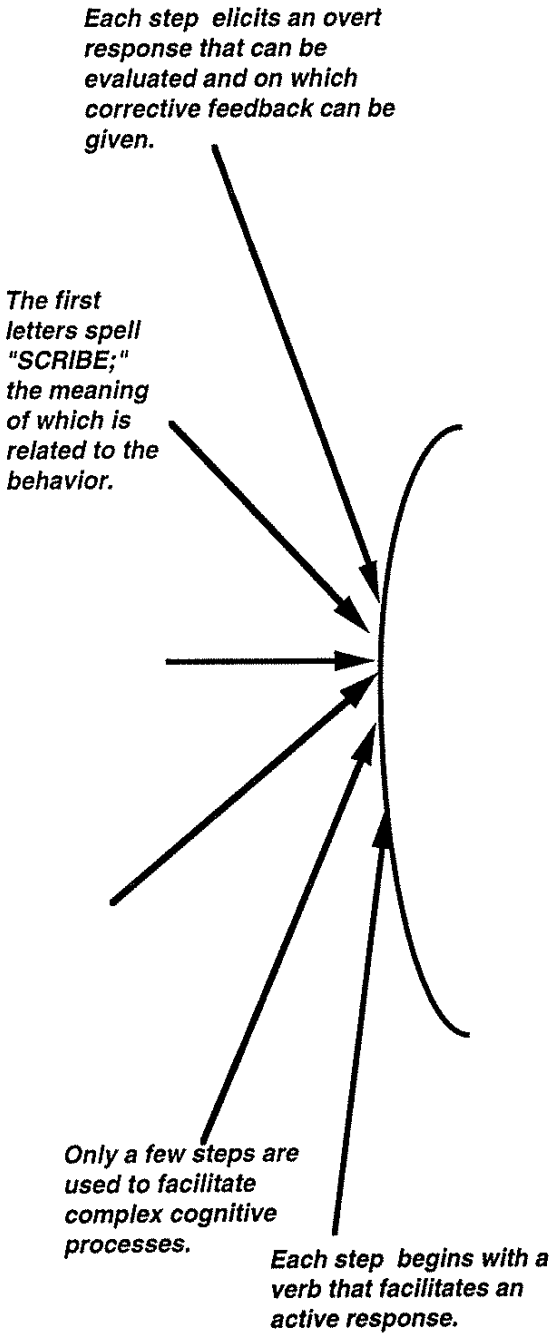
Create the title

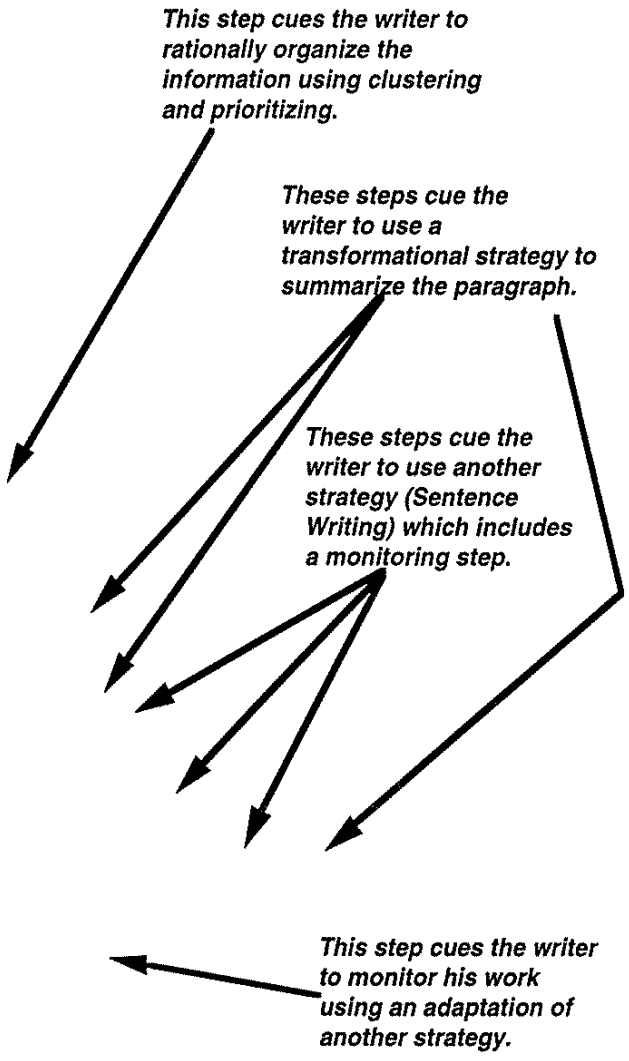
Reveal the topic

Iron out the details

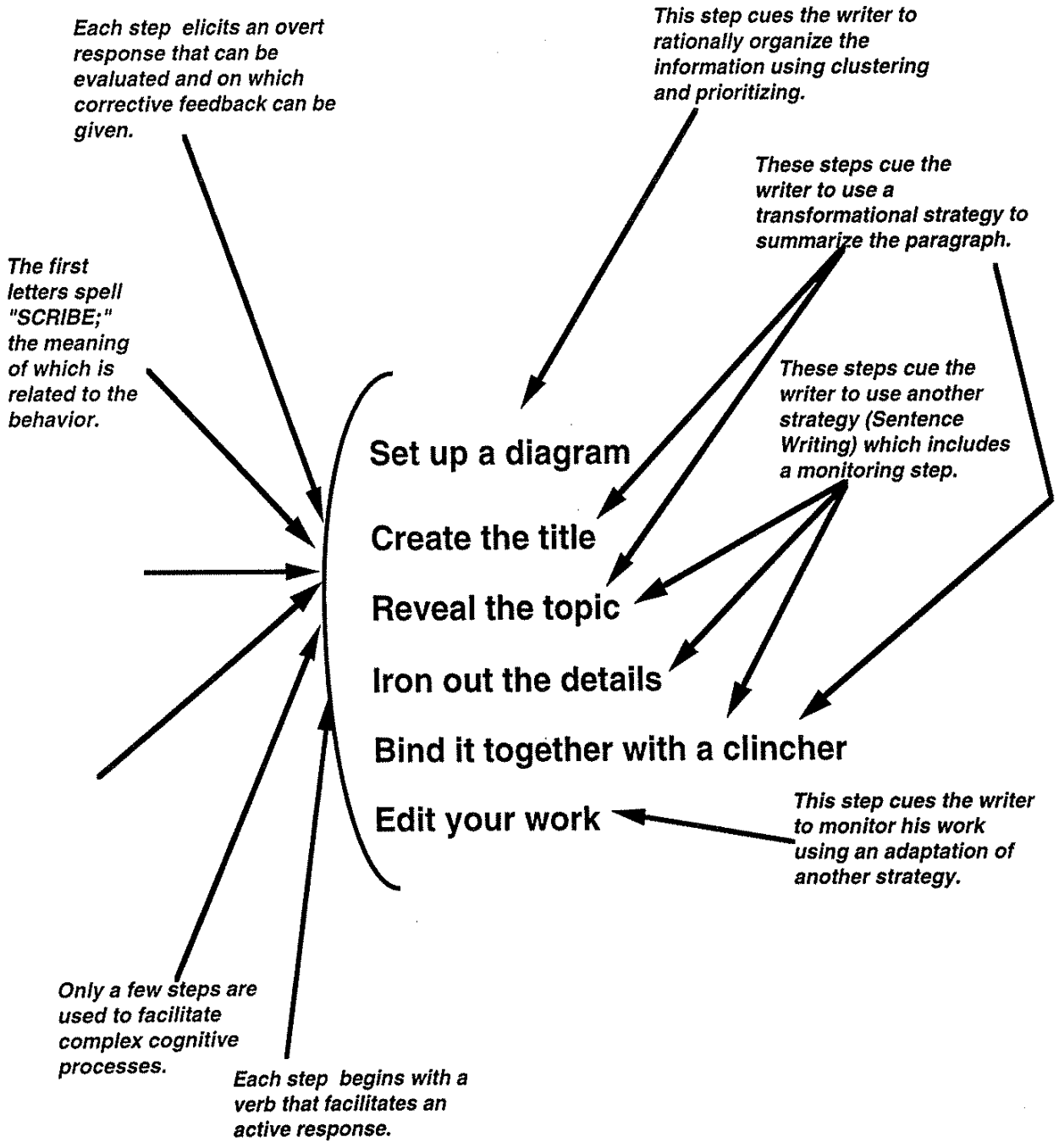
Bind it together with a clincher

Edit your work

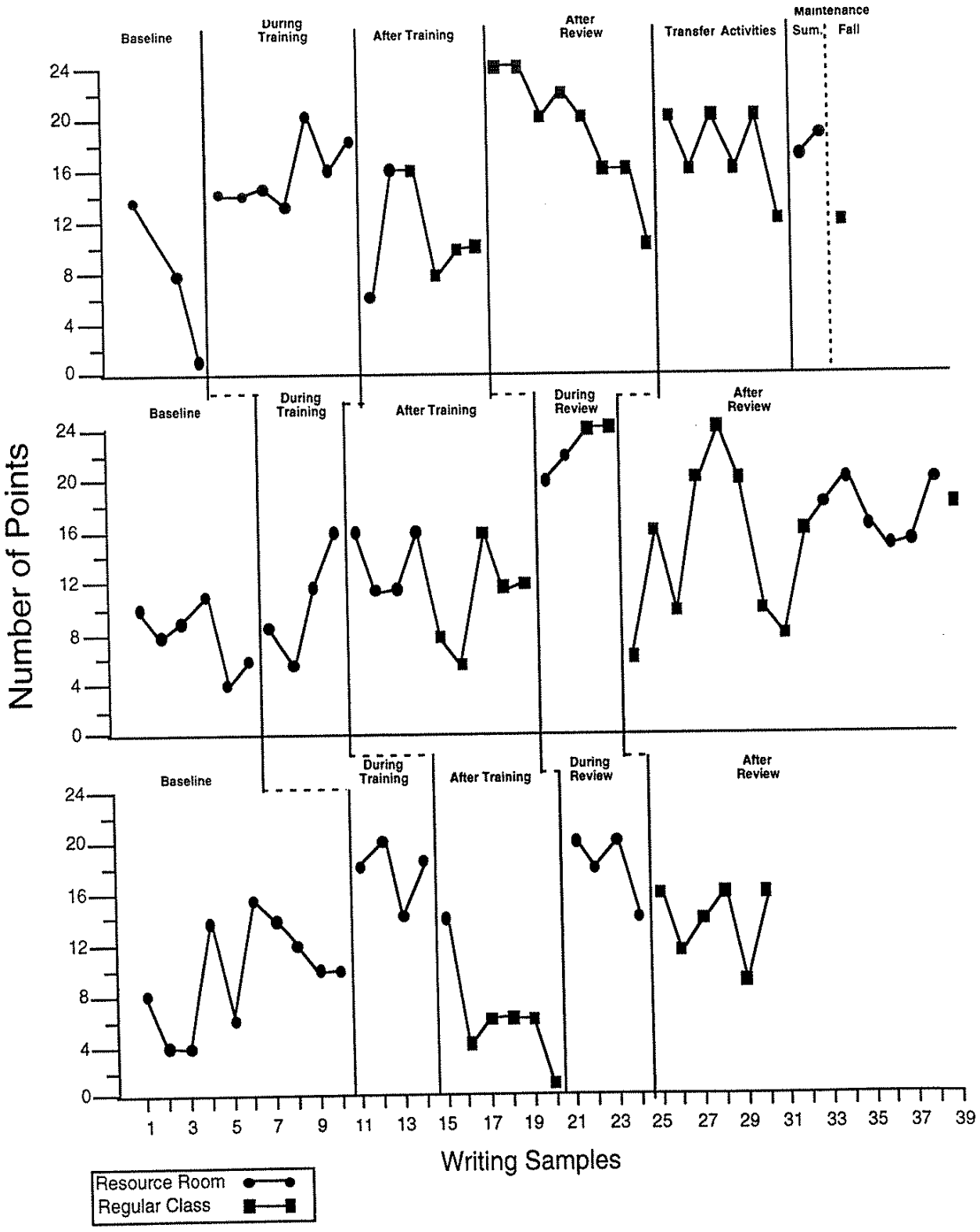

Each step elicits an overt response that can be evaluated and on which corrective feedback can be given.
The first letters spell "SCRIBE;" the meaning of which is related to the behavior.
Only a few steps are used to facilitate complex cognitive processes.
Each step begins with a verb that facilitates an active response.


This step cues the writer to rationally organize the information using clustering and prioritizing.
These steps cue the writer to use a transformational strategy to summarize the paragraph.
These steps cue the writer to use another strategy (Sentence Writing) which includes a monitoring step.
This step cues the writer to monitor his work using an adaptation of another strategy.

ANATOMY OF THE PARAGRAPH WRITING STRATEGY



PARAGRAPH WRITING STRATEGY RESULTS



PHILOSOPHICAL UNDERPINNINGS OF THE STRATEGIES INTERVENTION MODEL

- Most LA adolescents can learn to function independently in mainstream settings.

- The role of the SUPPORT-CLASS teacher is to teach LA adolescents STRATEGIES that will enable them to be independent learners and performers.

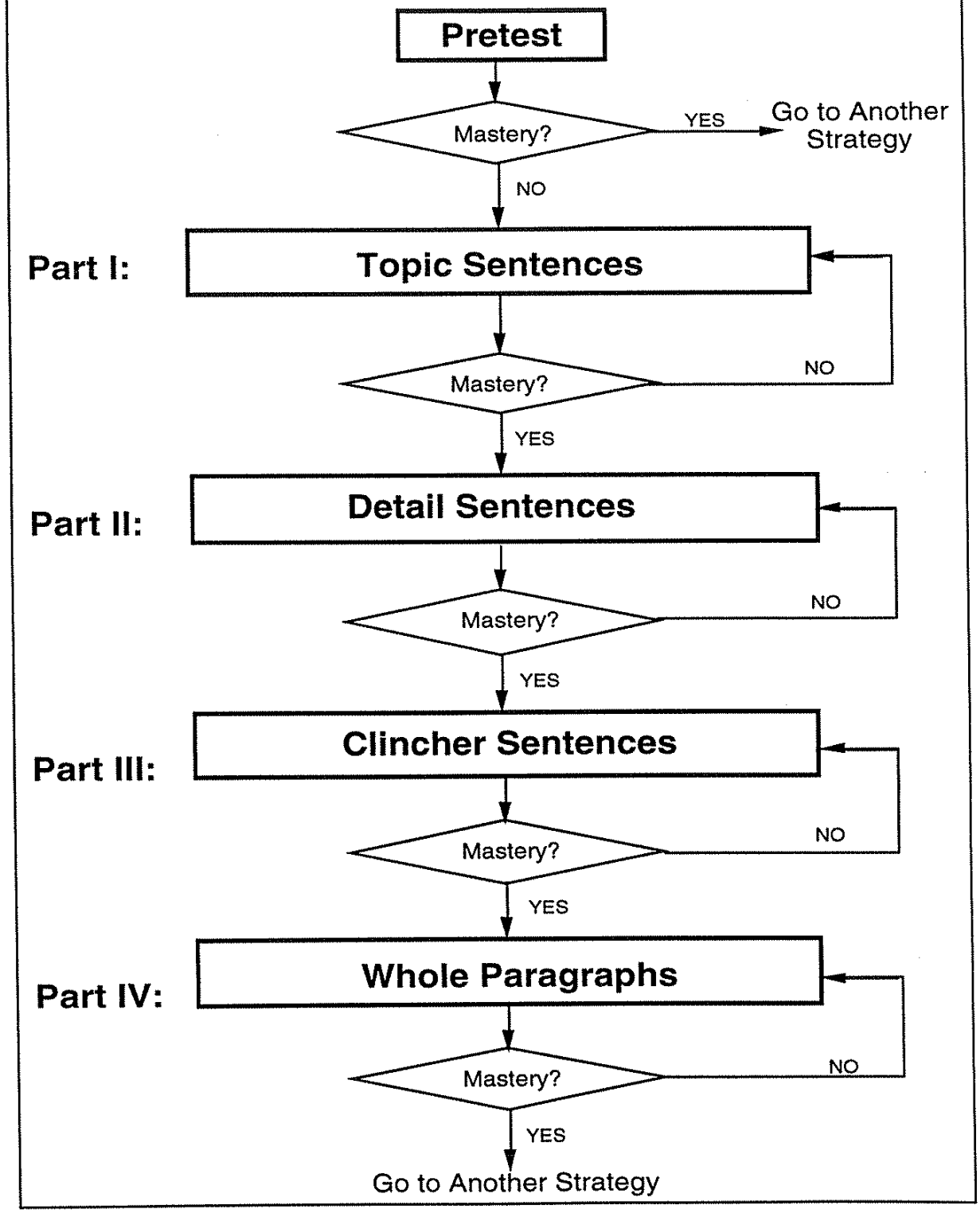
- The role of the CONTENT teacher is to deliver subject-matter information in a manner that can be understood and remembered by LA adolescents.

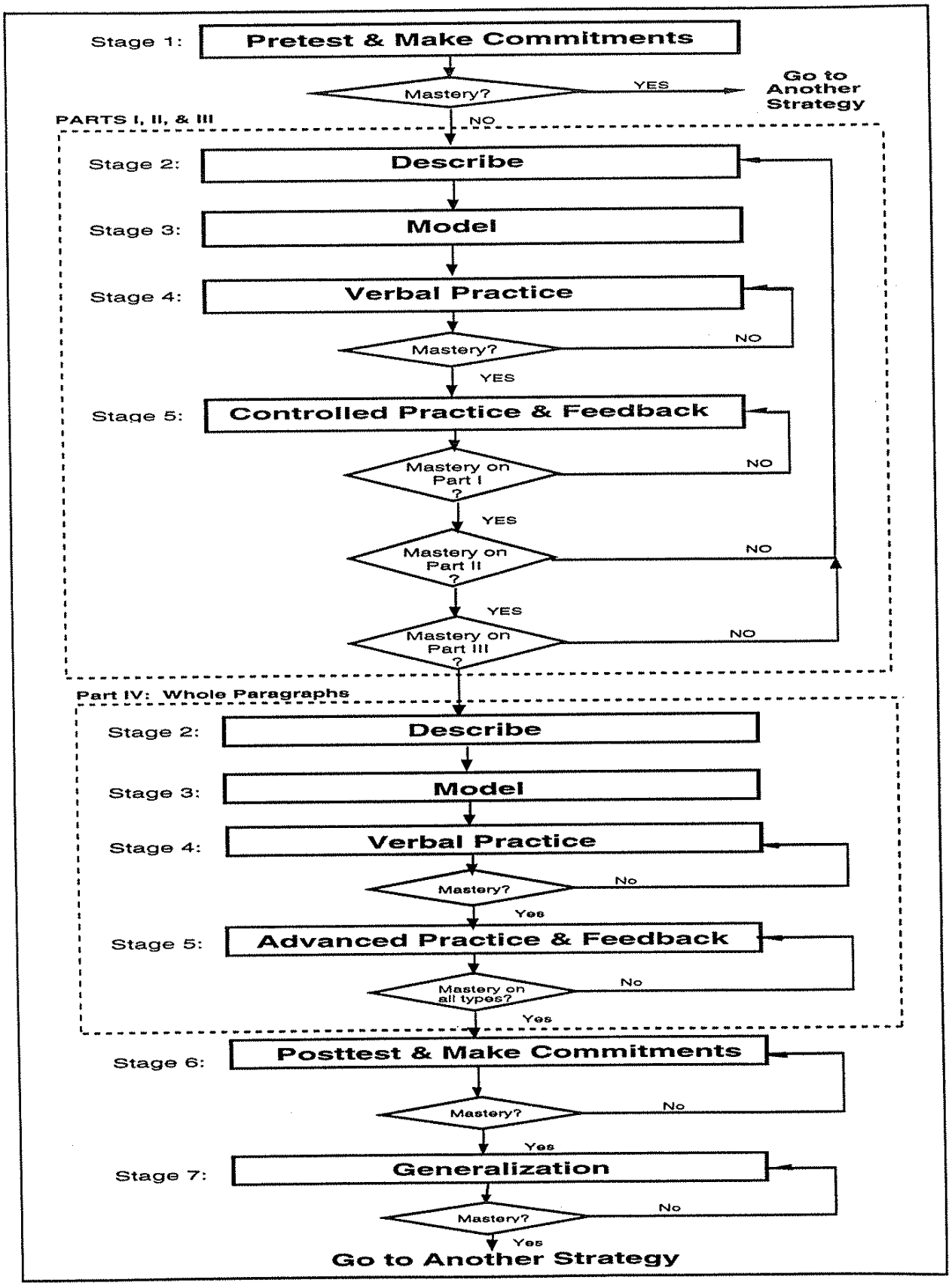
- Adolescents should have a MAJOR VOICE in DECISIONS about what strategies they are to learn and how fast they are to learn these strategies.

LEARNING STRATEGIES CURRICULUM

ACQUISITION	STORAGE	EXPRESSION AND DEMONSTRATION OF COMPETENCE
Word Identification	First-Letter Mnemonic	Sentences
Paraphrasing	Paired Associates	Paragraphs
Self-questioning	Listening and Notetaking	Error Monitoring
Visual Imagery	LINC	Themes
Interpreting Visual Aids		Assignment Completion
Multipass		Test Taking

INSTRUCTIONAL SEQUENCE FOR THE PARAGRAPH WRITING STRATEGY




Stage 1:
Pretest & Make Commitments
Mastery?
YES
Go to Another Strategy
NO
PARTS I, II, & III
Stage 2:
Describe
Stage 3:
Model
Stage 4:
Verbal Practice
Mastery?
NO
YES
Stage 5:
Controlled Practice & Feedback
Mastery on Part I ?
NO
YES
Mastery on Part II ?
NO
YES
Mastery on Part III ?
NO
Part IV: Whole Paragraphs
Stage 2:
Describe
Stage 3:
Model
Stage 4:
Verbal Practice
Mastery?
No
Yes
Stage 5:
Advanced Practice & Feedback
Mastery on all types?
No
Yes
Stage 6:
Posttest & Make Commitments
Mastery?
No
Yes
Stage 7:
Generalization
Mastery?
No
Yes
Go to Another Strategy

SELECTING STUDENTS FOR THE PARAGRAPH WRITING STRATEGY

1. Students must be able to write complete sentences.

2. Student must be able to write a variety of sentences (simple, compound, complex, compound-complex).

3. Students must be able to spell a majority of words and/or know how to find the correct spelling of words in the dictionary.

Highly recommended prerequisite:
The Sentence Writing Strategy

INSTRUCTOR'S MANUAL CONTENTS

Introduction

Instructional Stages

* Pretest and Make Commitments
* Part I: Topic Sentences
  - -Describe
  - -Model
  - -Verbal Practice
  - -Controlled Practice and Feedback
* Part II: Detail Sentences (same sequence as above)
* Part III: Clincher Sentence (same sequence as above)
* Part IV: Whole Paragraphs
  - -Describe
  - -Model
  - -Verbal Practice
  - -Advanced Practice and Feedback
* Posttest and Make Commitments
* Generalization
  - -Orientation
  - -Activation
  - -Adaptation
  - -Maintenance

Appendix A: Evaluation Guidelines

Appendix B: Instructional Materials

PARAGRAPH TOPIC LIST

My Favorite Sport

The Problems of Old Age

The Life of a Teenager

The Perfect Job

The "MUSTS" for a Healthy Body

The Best Season of the Year

SUCCESS FORMULA
for
PARAGRAPH WRITING

PARAGRAPH WRITING STRATEGY + EFFORT = SUCCESS

MANAGEMENT CHART FOR THE PARAGRAPH WRITING STRATEGY

Student Name	Pretest	Topic Sentences	Detail Sentences	Clincher Sentences	Whole Paragraphs	Posttest	Generalization: Orientation	Generalization: Activation	Generalization: Adaptation	Maintenance 1	2	3	4	5

PRETEST SAMPLE

Assignment: Describe what your life will be like in two years.

In two years, I will be cramming for final exams while I finish my freshman year in college. In order that I do well on the exams, I will review my past exams. I will pick my most important goal, and I will decide on a major. I will relax and look forward to next year.

PRACTICE SAMPLE

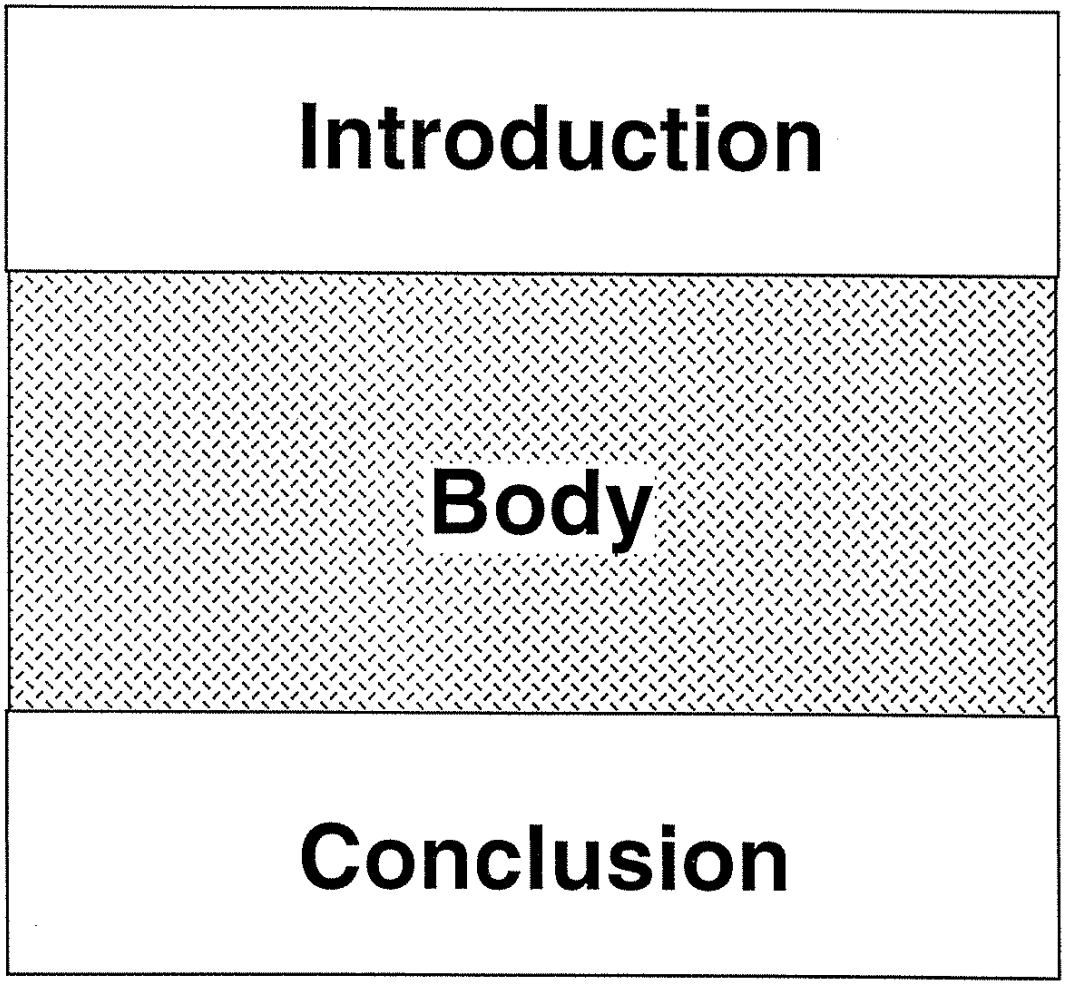
Assignment: Describe Someone

My Special Friend

Eric is very special to me. One reason Eric is special is that he is my best friend; he is always there for me. When I am upset, he listens and helps me solve my problems. In fact, he is my sunshine on a rainy day; he always lifts my spirit when it is down. Another reason he is very special is that he always shows me respect. He never forgets my feelings, and he often puts my feelings first. A third reason Eric is special is that he is a very kind person, and he spreads his kindness generously. He is always doing favors for people without being asked. To summarize, Eric is special because he is always there for me, respects my feelings, and is very kind.

PARTS OF A PARAGRAPH

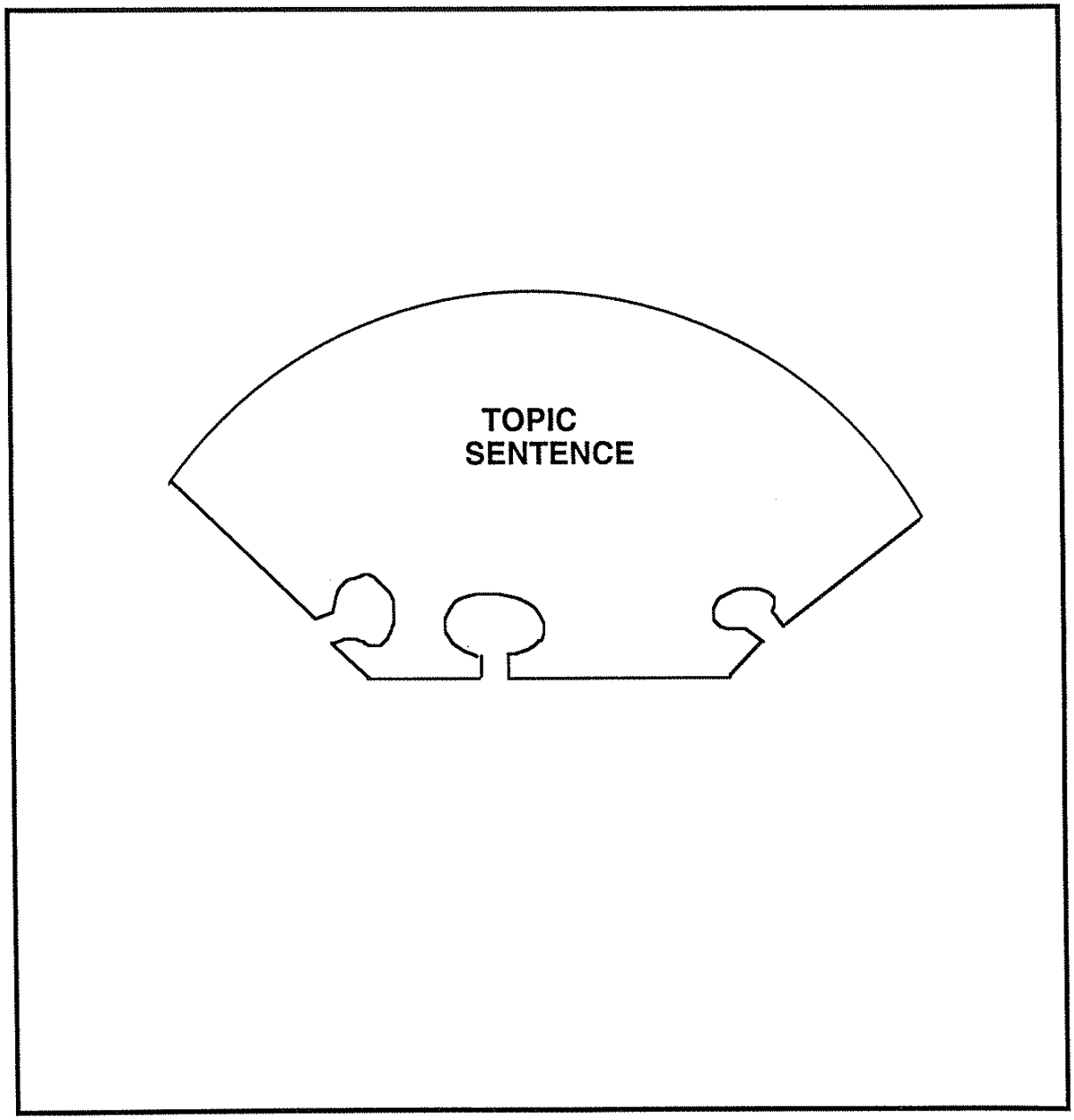
Title



SENTENCE TYPES USED IN PARAGRAPHS

PARAGRAPH PART	SENTENCE TYPE
Introduction	Topic Sentence
Body	Detail Sentences
Conclusion	Clincher Sentence

THE PARAGRAPH WRITING STRATEGY PUZZLE: PART I



TOPIC SENTENCE

- Is usually the first sentence.
- Introduces the main idea.
- Sometimes introduces the details.

TYPES OF TOPIC SENTENCES

General Topic Sentences

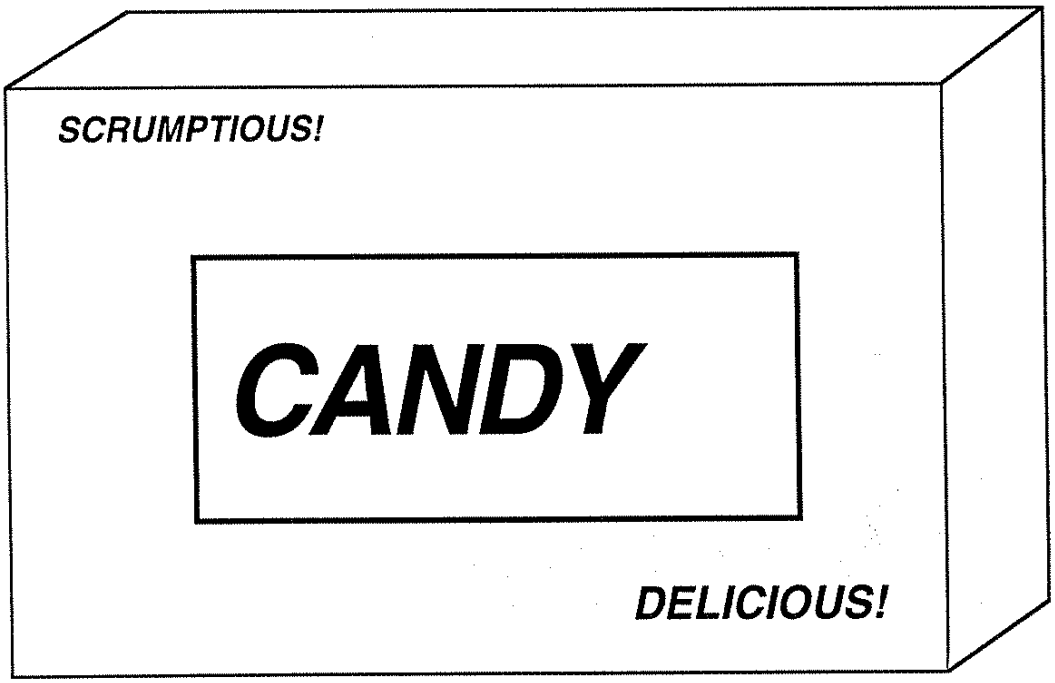
Clueing Topic Sentences

Specific Topic Sentences

GENERAL TOPIC SENTENCE

Names the main idea of the paragraph.

GENERAL TOPIC SENTENCE



EXAMPLES OF GENERAL TOPIC SENTENCES

The hot trend in advertising these days is to hire real, live stars.

Kevin James would have been 20 years old this September.

Not much is left of a town known as Nora, Nebraska.

Democracy is thriving at Hillsboro High School.

CLUEING TOPIC SENTENCE

- Names the main idea.

- Gives a clue about the details.

CLUE WORDS

Many	Various	Differences
Several	Classes	Similarities
A number of	Categories	Advantages
Number ("Three")	Groups	Disadvantages
Kinds	Steps	Jobs
Types	Stages	Uses
Parts	Ways	Causes
Elements	Roles	Effects
Pieces	Features	Reasons
Members	Examples	Sources
Divisions	Characteristics	Products
Components	Functions	Variety
Different	Assortment	

EXAMPLES OF CLUEING TOPIC SENTENCES

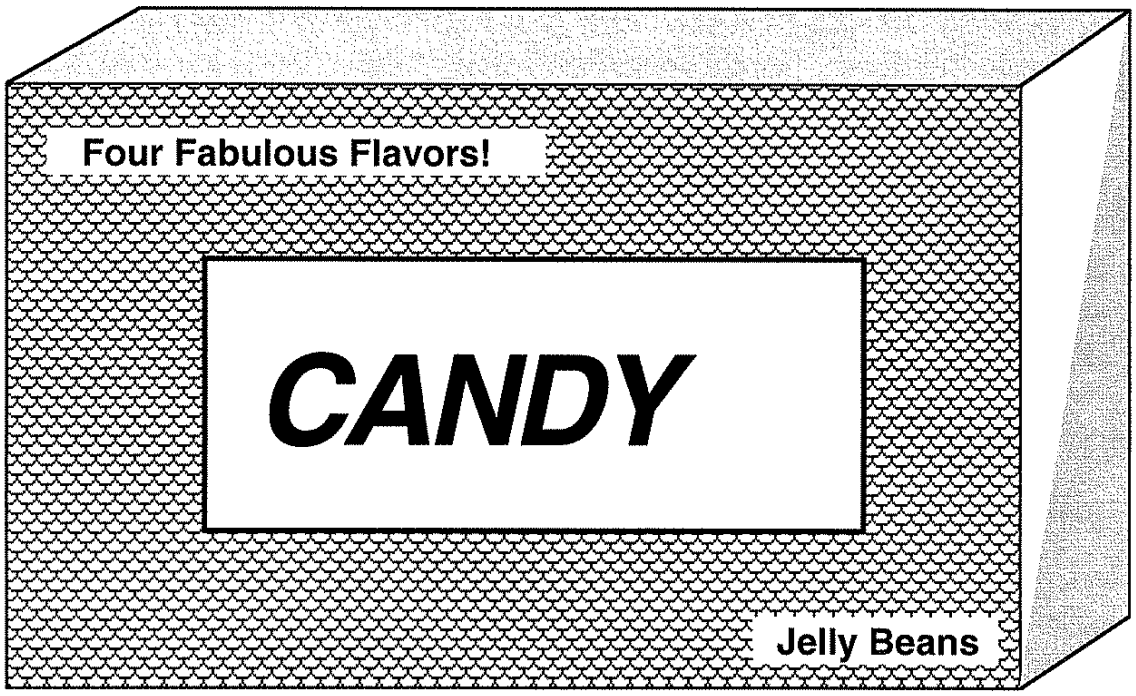
The four seasons spice up our lives.

Tents come in a variety of shapes and sizes.

The citizens of Lawrence have several reasons for building a new high school.

Jesse Flynn is my best friend because of his many fine characteristics.

CLUEING TOPIC SENTENCE

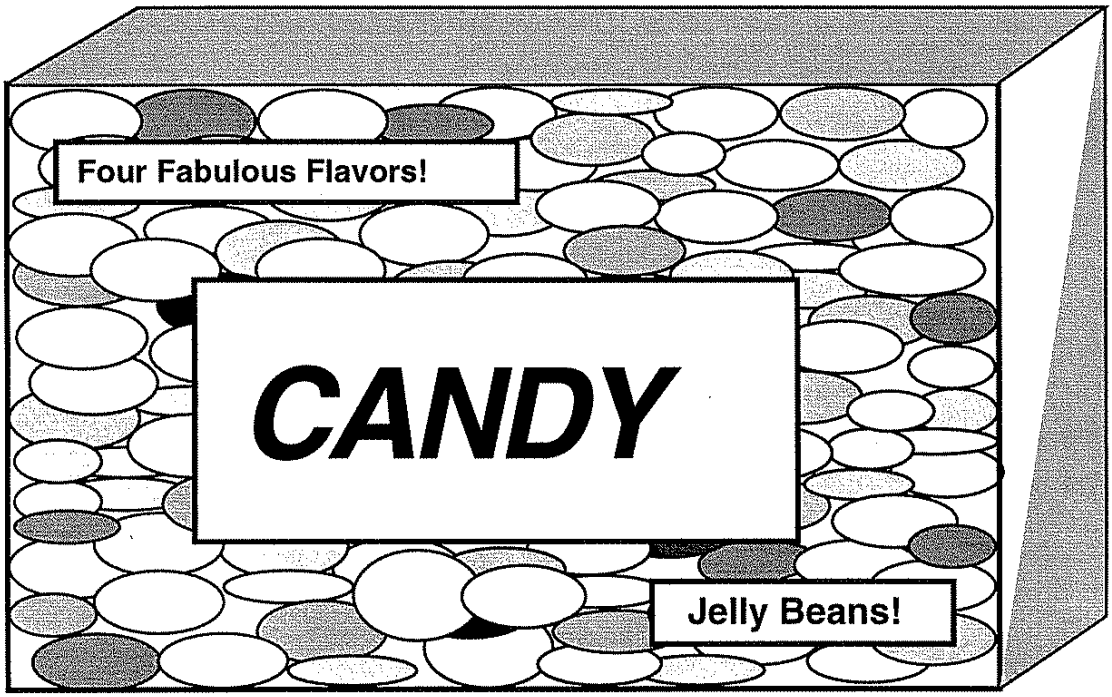


SPECIFIC TOPIC SENTENCE

- Names the main idea.

- Names the specific details to be covered.

SPECIFIC TOPIC SENTENCE



EXAMPLES OF SPECIFIC TOPIC SENTENCES

Air pollution is caused by vehicles and industries.

Charles Darwin lived an interesting life as an explorer, writer, and scientist.

Diseases caused by vitamin deficiencies are beri beri, pellagra, scurvy, and rickets.

STEPS FOR WRITING A TOPIC SENTENCE

Step 1: **Pick a sentence type and a formula.**

Step 2: **Explore words to fit the sentence type and formula.**

Step 3: **Note the words.**

Step 4: **Search and check.**